

LEARNING TO WORK AND THINK FOR LIFE

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Abstract

This paper explores literature related to the use of restorative discipline and restorative practices in school communities. It draws heavily on the ideas presented in Ron and Roxanne Claassens' book, *Discipline that Restores*, in order to illustrate why students, staff, administrators, families and the community connected to a traditional public high school, such as West Valley High School, in Fairbanks, Alaska, would benefit from shifting to a restorative approach to discipline. The paper also examines numerous sources to demonstrate why embedding lessons related to social justice and restorative practices into content areas is logical and beneficial and attainable and that both these embedded courses and this approach to discipline support and foster content related to a Career Technical Education pathway focused on Education, Public & Human Services.

Background

“The Greek word for “happiness” is linked to aretê, meaning “virtue” or “excellence.”

-Carol Hamilton

“The happy [person] lives well and does well; happiness is a sort of good life and good action.”

-Aristotle

“We hold these truths to be self-evident: that all [people] are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness”.

-Thomas Jefferson

In the summer of 2016, the *Fairbanks North Star Borough School District* offered a week-long class on the topic of Restorative Justice, taught by Dr. Rob Duke, from the Justice Department at the University of Alaska Fairbanks. The core text for the course was *Discipline That Restores (DTR)*, written by Ron and Roxanne Claassen (See Appendix A for the Principles of *DTR*). Their book explains how to use restorative practices both in the classroom and throughout the school as a way for teachers, counselors, and administrators to work collaboratively with students to create a more civil and productive learning environment. Working together, teachers and students create respect agreements which not only serve as agreed-upon social contracts among community members but also as the underlying foundation for the norms guiding how to productively and restoratively resolve the inevitable conflicts that occur when people associate with one another. These respect agreements make it less likely that offending behaviors occur in the first place, but when offenses do occur, they provide both a mechanism and a reason for addressing transgressions before they escalate into the types of conflicts that are normally handled by administrators or police outside of the classroom (See Appendix B for sample Respect Agreements). This approach was so empowering and so

different from how I traditionally viewed my position of authority in my classroom. I had an epiphany, similar to one I had a few years ago regarding my grading policies.

At that time, I attended a workshop which demonstrated the dramatic and disproportionate impact zeroes had on students' grades. This workshop challenged me to think about whether those zeroes accurately reflected the level of mastery a student had achieved on a particular assignment. I also examined how many of the zeroes I tended to award were tied to dispositional behaviors, like turning work in on time or attending class, and how many were actually related to the development of skills and capabilities tied to mastery of the content. As a result of this experience, I became more willing to be more fair with my students. Before this training, I firmly believed that providing students an equal opportunity to achieve success in my classes was good enough. But I came to realize that treating students equally was not really accomplishing my mission to educate all students to the best of their individual abilities. The result was that I shifted how I handled time. Most students can and will attempt to work to meet deadlines and to apply the skills we are learning. Many will ask questions when they have them and seek out help if they are experiencing disruptive extenuating circumstances. I changed how I allocated time so that I could work with those who didn't naturally or independently seek help when they needed it. To the extent that I can, I refuse to accept zeroes. This means that if students haven't made arrangements to account for their missing work on their own, I have them make-up quizzes and essential assignments in class while others are working on other activities. It means that students work with me independently to gain the skills they are lacking so that they can develop the confidence and competence they need to attempt similar types of assignments on their own. It also means that I sometimes award partial credit for assignments to indicate that students have mastered some of the content. That workshop illustrated, quite

dramatically, that students have a better chance of recovering from a 50% than from a 0%. Students still receive zeroes, but I am more confident that those zeroes truly indicate that the students receiving them have not satisfactorily mastered any level of the essential skills I am assessing with that assignment. This shift alone improved the climate in my classroom. I became less of a gatekeeper of grades and more of a facilitator of learning. More students trusted that I wanted what was best for them.

However, my desire for student welfare was sometimes paternalistic and I tended to be authoritarian and rigid when conflict arose in my classroom. I found that maintaining high expectations and a disciplined classroom could be exhausting and demoralizing. Off-task or selfish or immature behaviors not only frustrated me, but sometimes actually infuriated me. To a certain extent, I felt as if students owed me good behavior as the price they paid for my effort and generosity and diligent attention to their academic well-being. I resented the time I had to spend monitoring or correcting or punishing poor behavior. My unresolved frustrations sometimes resulted in discussions that went awry or in tensions exploding. I was left feeling dejected and ineffective because I knew that every individual, including myself, was capable of being better than we were being in the moments when conflicts were occurring. I became an educator because I love discussing the ideas in books and because I want to improve society by sharing these ideas with students so that they can think carefully and critically about their own lives and the lives of others. Therefore, having to spend so much time policing the inappropriate behaviors of teenagers was draining and often disheartening. *DTR's* focus on working with students to create norms for a civil community was the piece I had been missing. Just as I realized that I needed to change my grading policies and handling of time in order to make my classes more equitable and fair and in line with my educational objectives, so too did I

need to change my discipline protocols if I wanted to create learning communities that were self-regulating and responsible and resilient and respectful.

I began putting into practice elements of *DTR* in the Fall of 2016 and, as I deepen my understanding of and expertise with how to follow the protocols, I have experienced notable improvements both in the climate and productivity of my classes. *DTR* provides an educational approach to discipline. I value being a teacher and *DTR* reframed how I thought about discipline. *DTR* has empowered me to be a facilitator who strives to make resolving conflicts easier and more logical. In such a structure, I can be authoritative and share power with my students as we create and maintain a challenging and engaging learning community. Just as I found with teaching content, I discovered that most students can and will work to meet the criteria we establish for a respectful learning environment. They will ask questions if something doesn't seem to be working, will seek out help if they are experiencing difficulties, and will readily apologize and return to the norms we have set if they stray away from our contract, once they trust and believe that their voices are honored. Sharing this responsibility with students has freed me from having to be the ultimate authority. I can remind students of our norms if they start to stray, ask questions when something isn't working, apologize if my behavior doesn't match our standards, and work with students to overcome difficulties when they arise. I have found that, in this environment, most students most of the time will be striving to do their best to be good citizens in our classroom. This educational approach to discipline provides me with a reason to work with those who don't naturally or independently seek help resolving conflicts. *DTR* gives the members of an educational community many opportunities to develop and practice conflict-resolution skills and empathy in order to actively attempt to solve problems, address harm, and restore equity. It also gives me opportunities to

address small conflicts as they occur in productive ways before they escalate. It keeps students in class with me more often so we can spend more time on-task. This approach has made my classes more academically rigorous for more students, more collaborative, more empowering. Happier.

West Valley High School has been my community since I was assigned to student teach here in 1993. It is the pond in which I swim, in which my friends and colleagues and children and friends' children swim. *DTR* has improved how I teach both my subject matter and how I approach discipline. It has transformed my role as an educator and given me more job satisfaction while also improving the quality of education I provide to students. Because of these reasons, I wanted to share with staff both *DTR* and the goal to create a pathway embedding conflict resolution strategies into content courses. As an English teacher of juniors, I am constantly immersing myself in the ideas of American authors. American literature and creative non-fiction alike illustrate that our nation is constantly striving to achieve the American dream. We hope to provide a better future through our hard work, we are convinced that people can triumph as individuals, and we like to believe that America can still be a New Eden. Of course these convictions are ideals; they are conceptions of perfection and difficult to achieve, but we strive for them anyways. Likewise, adopting restorative practices may seem like an idealistic goal, but I believe it has the potential to create a more vibrant community that can better equip students with the skills they need both to think for themselves and to work with others not only while they are at West Valley but also when they leave us to live their independent lives.

Justification

Learning to Work & Think for Life

Topics Addressed In This Proposal:

The *Fairbanks North Star Borough School District (FNSBSD)* and *West Valley High School (WVHS)* are currently investigating three areas that pertain to this proposal:

1. How to better address discipline protocols so as to ensure that we have an educational approach to discipline that will better equip students with ways both to reduce and resolve conflicts so that all students can develop the skills needed to be upright members of our community.
2. How to offer a career pathway focusing on *Justice, Public Service, and Education* that will provide “learners with diverse backgrounds and experiences for gainful employment” through “... a flexible, practical approach... [in order to] provide technical and academic skills students need for career success” in a multitude of fields, spanning those open to students with a high school diploma and entry-level certifications to those requiring undergraduate and post-graduate work (Jacobson, 2011, p. 1).
3. How to include civics education in courses for the “betterment of society and the economy” (Jacobson, 2011, p. 1) and to reflect the Fairbanks North Star Borough School District’s “Core Values”:

“Core Values - How will we behave?”

- **Student-Centered:** Center everything we do on the student and student learning.
- **Respect:** Embody respect for the diversity and dignity of all.
- **Safe Environment:** Provide a safe learning environment.
- **High Expectations:** Maintain high expectations and educational opportunities to inspire high achievement.
- **Collaborative:** Actively collaborate with students, family, staff and community to support student success.
- **Innovative:** Aim to be innovative and adaptive to student needs.
- **Integrity:** Be transparent, trustworthy and professional” (“Strategic Plan”).

Problems Addressed In This Proposal:

- The current goal of the FNSBSD discipline policy is only “the development of a behavior plan that will reduce recurrence of identified problematic behavior” (Fairbanks North Star Borough School District, 2017, *Student Rights and Responsibilities Handbook*, p. 24). The policy is structured to be progressive, which means that repeat offenses increase the type of consequences students receive. The policy affords administrators limited flexibility when they are deciding whether or not they must remove students from classes or suspend them from school for repeated transgressions. These policies are currently under review.

1) “Phase 5: July - November 2018

- a) Draft policy/practices and implementation/evaluation planning

1) Phase 6: November - December 2018

2) **Community commitment and Board of Education adoption” (Comprehensive discipline review).**

3) **(See Appendix C for the FNSBSD’s Discipline Goals).**

- Current discipline protocols do not usually include victims or focus on repairing harm. Additionally, many discipline options are retributive and do not offer ways either to rehabilitate offenders or to reintegrate offenders back into in the school community.
 - The District’s definition of “Effective Communication” is too narrow. They aim to “establish relevant, inclusive, and consistent *two-way communication* to enable/encourage student, parent, staff, and community connectedness with the district and increase the diversity of voices within the district” (Fairbanks North Star Borough School District. (2017). Strategic plan/overview).
 - Restorative practices require that communication be collaborative and intentionally and consistently invite *all impacted* by harm to be involved in the process of repairing it.
- Unlike elementary schools in our district, high schools do not have a discipline system (such as CHAMPS) that is aimed at teaching and reinforcing positive behaviors (See Appendix K for a comparison of *DTR* & *CHAMPS*) (Kraska, 2018).
- The rigid structure of a traditional school day is ineffective for many students and an inefficient way to prepare students for both entry-level jobs and future careers (Hoachlander et al., 2008, p. 30-32).
- The FNSBSD does not currently offer students interested in education, public service, or human services an organized course of study or career pathway. Several opportunities for entry-level opportunities exist in the Education and Justice departments at UAF and in Human Services through the Fairbanks Native Association, but they are currently underutilized (See Appendix D for the FNSBSD’s CTE goals).
- Local employers want students who demonstrate critical thinking skills and an awareness of and empathy for themselves and others (Re-envisioning CTE in the North Star Borough School District, 2018).
 - <https://www.k12northstar.org/Page/5820>
- This generation of students are interested in studying the rights and duties of citizenship (Barnwell, 2016). Civics education courses provides students opportunities to gain familiarity with the workings of democracy, the principles of the *Constitution*, their responsibilities and rights as citizens, and conflict resolution strategies.

Proposed Solutions & Underlying Theory

We do not understand our sense of judgment until we know, in some systematic way covering a wide range of cases, what these principles are.

-John Rawls

1. *A restorative approach to discipline* would equip teachers with an educational philosophy about discipline and a skill set to address conflicts. This approach empowers teachers to address issues within their classrooms themselves before those conflicts escalate and require interventions from counselors, administrators, or law enforcement.
2. Through restorative approaches to discipline, members of the school and wider community work both with and for offenders and victims to rehabilitate offenders, repair harm for the victims, and to minimize disruptions to all students' academic pursuits.
3. Conflict resolution strategies require not only critical thinking skills but also the ability to empathize with others in order to create solutions that address the offense and repair harm (See Appendix E for Goleman's Emotional Intelligence Competence Framework) (Nunes, 1998, p. 5).
4. An empathetic community is more civil and able to focus on achieving its mission; for West Valley High School this is: Learning to Work and Think for Life (Nunes, 1998, p. 5; Kamenetz, 2017).
5. *A Education, Public & Human Services Pathway* would systematically connect current course offerings in a logical alignment for students so that they can gradually build their understanding and skills. It would also increase course offerings and create connections with local criminal justice, non-profit, and educational institutions to better facilitate students' abilities to gain certifications for employment, internships, and volunteer experiences (See Appendix F for sample pathway models).
 - a. "We envision learning *without boundaries*, where every student achieves his/her path to academic and career success. Learning will be driven by student need, through *flexible and adaptive options*. Supporting the district's educational system are highly engaged families; proven technology infrastructure; *staff that are continually raising the bar in their profession*; and a community that is committed to growing our future" (Fairbanks North Star Borough School District, 2017, *FY 18-21 strategic plan*, p. 1).
6. A career pathway entwines flexibility and practicality into the school day in order to create a more personalized academic experience for students (Hoachlander et al., 2008, pp. 2; 5).
7. Civics education and humanities courses that require critical thinking, writing, and collaborative discussion skills would be the underpinning of this pathway.

Literature Review

“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.”

- John Dewey

“Artistry is neither exact nor precise; the artist interprets experience, expressing in forms that can be felt, understood, and appreciated. Art fosters emotion, subtlety, and ambiguity. An artist represents the world to give us a deeper understanding of what is and what might be.”

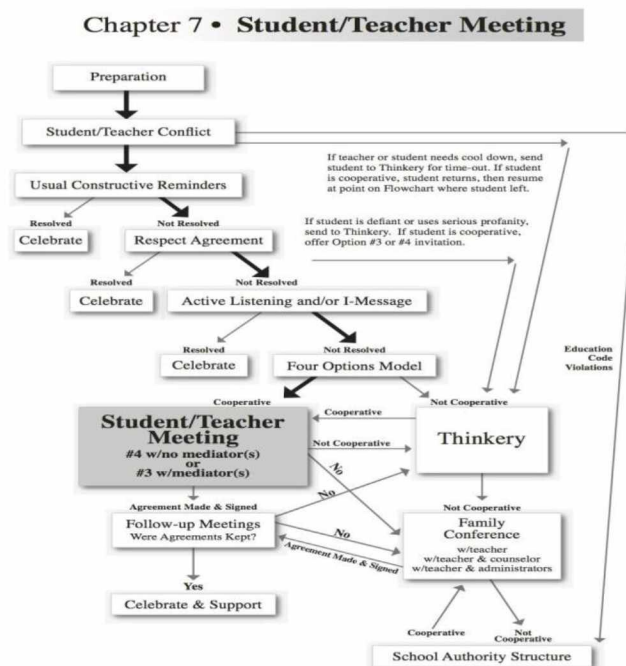
- Bolman & Deal

According to Howard Zehr, the *Discipline That Restores* approach to discipline aims “to involve, to the extent possible, those who have a stake in a specific offense and to collectively identify and address harms, needs, and obligations, in order to heal and put things as right as possible” (Claassen, 2008, p. v). The Claassens’ book is divided into twelve chapters and includes both an “Introduction” and “Works Consulted” sections. The “Introduction” addresses the question, “why discipline that restores?” and includes “background” information, “*DTR* Theory”, and an “Overview of *DTR* Principles”. These principles are:

1. **“Purpose:** ... to guide teachers to respond to each conflict or misbehavior in ways that are life-giving and to make things as right as possible”.
2. **“Problem:** ... rules are written to create and protect safety and fairness...when a rule is violated, it points to the real problem. *The real problem is not the rule violation but the violation of a person and/or the damage to their property*”.
3. **“People:** ...the response to the conflict or misbehavior [should] be between the ones who were impacted by the offense”.
4. **“Process:** ...include[s] recognizing the violation/conflict, searching for agreements to restore equity and to clarify the future, and following up on the agreements... Trust grows when agreements are made and kept”.

5. “**Power:** ...prefers ‘power with’ to ‘power over’. ‘Power with’ is the kind of power where the teacher and student agree only to those ways of making things right that are life-giving, effective, and improve relationships...The teacher uses ‘power over’ only in ways that are reasonable, respectful, restorative and intended to reintegrate the misbehaving student, and only when the student is not willing to cooperate” (Claassen & Claassen, 2008, p. 7-8).

The Claassens’ (2008) book is easy to understand and a practical resource. The other invaluable tool that they include, especially for people who learn best by seeing a visual or who tend to favor a structural framework, is a flowchart which indicates how a student in conflict might progress through levels of intervention. This flowchart is found on page 86 and at http://restorativejusticediscipline.com/Discipline_That_Restores_Flowchart.pdf.



Restorative Justice focuses on restoring “respect, order, civility, face, accountability, integrity, dignity, [and] hope” (Claassen, 2008, p. vi) and while it holds those who “engage in

harmful or negative behavior” accountable for their actions, it does not allow those actions to “define or label” people. It also seeks to implement both a “preventative and responsive modality” to identify and address harmful behaviors (Levy, 2017, p. 6). Restorative practices embody “an ethic of kindness, respect, and compassion” (Levy, 2017, p. 8). The Claassens’ book, *Discipline That Restores (DTR)*, presents both an overview of restorative practices philosophy and detailed protocols for implementing a school-wide discipline system. The aim of this school-wide system is always to give offenders and victims ways to participate in the process to address harm, make things right, and restore equity. The foundation of this system rests upon respect agreements that students in classrooms create with their teachers and that staff create with their administrators (Claassen & Claassen, 2008). These respect agreements overtly identify the underlying traits that are essential for living and working in a civil community. These traits become ideal standards of behavior that all strive to “model, and reinforce so as to elevate relationships”. These ideal standards encourage community members to equip and empower themselves not only to ask each other to “accept responsibility” for harm but also to create ways for offenders “to make amends” (Levy, 2017, p. 8). In their book, *Better Than Carrots or Sticks*, Smith, Fisher, and Frey include a useful table which delineates the differences between a traditional approach to discipline and a restorative approach. The table is recreated below:

Traditional Approach to Discipline	Restorative Approach to Discipline
<p>Schools and rules are violated. Justice focuses on establishing guilt. Accountability is defined as punishment. Justice is directed at the offender; the victim is ignored. Rules and intent outweigh the outcome. No opportunity is offered for the offender to express remorse or make amends.</p>	<p>People and relationships are violated. Justice identifies needs and obligations. Accountability is defined as understanding the effects of the offense and repairing any harm. The offender, victim, and school all have direct roles in the justice process. Offenders are held responsible for their behavior, repairing any harm they've caused and working towards a positive outcome. Opportunities are offered for offenders to express remorse or make amends.</p>
Source: Adapted from San Francisco Unified School District.	

(Smith, Fisher, and Frey, 2015, p. 3).

DTR and other books addressing the use of restorative practices acknowledge that “students are going to misbehave as they learn and grow” (Smith, Fisher, and Frey, 2015, p. 3) and that the conflicts that occur from this misbehavior are “teachable moment[s]” for learning about how to repair “relationships” that have been “damaged or severed” or suffer from “ongoing abusive power struggles due to conflicts or injustices that [have been] ignored or managed poorly” (Claassen, 2008, p.23). Schools focused on implementing a restorative approach to discipline view conflicts as a “crossroads”, and an “opportunity” to address violations in such a way that “maximize[s] the opportunities and minimize[s] the dangers of those conflicts for all who are impacted by them (Claassen, 2008, pp. 24-26). A restorative approach to discipline empowers members of a school community to “create peace among adversaries, ensure restitution, and make decisions ... [in] times of crisis” because this approach structures opportunities for people to “engage in reflective conversations that help offenders understand the harm that their actions have caused and provide them with opportunities to make amends” (Smith, Fisher, and Frey, 2015, p. 4).

DTR also explains that discipline systems that rely upon restorative practices intentionally work to reintegrate (or integrate) offenders back into the school community (Seppings, 2017, p. 1). Restorative practices are grounded in the belief that in order for offenders or those at-risk for offending to be rehabilitated (or habilitated) judicially, socially, psychologically, and morally, they need the involvement of many people, such as teachers, peers, administrators, community members, and parents, who have a variety of different experiences, skills, and perspectives. Members of organizations who are committed and trained in restorative practices aim not only to “shore up” those areas of need or weakness in community members but also to recognize and reinforce the particular “strengths and resources” of those learning new habits of civil behavior. This approach to educating and disciplining students creates a “social structure” which can “support a person’s shift in identity” and provide them with support and guidance and resources as they work to regain (or gain) a restorative concept of handling conflict (Seppings, 2017, p. 2). Traditional discipline structures that depend upon punishment “rely on our ability as adults to leverage an unequal power relationship over children” (Smith, Fisher, and Frey, 2015, p. 9). The nature of traditional “punishment thwarts the development of empathy in children” because they realize that both that violating rules is more important than repairing harm and that admitting they are responsible for harm leads to sanctions against them (Smith, Fisher, and Frey, 2015, p. 9). Additionally, traditional punishments tend to rely on “critici[sm], humiliat[i]on, or shame” which leads children to “internalize negative feelings about themselves”. These negative self-images actually “hinder” the child’s “healthy development” (Smith, Fisher, and Frey, 2015, p. 11). To counteract the negative effects of traditional discipline procedures, restorative school communities view “problematic behaviors [as a] signal [indicating] a student’s lack of skills for

responding appropriately to difficult situations” and use those difficult situations as a reason to teach about responsibility (Smith, Fisher, and Frey, 2015, p. 11) and “self-awareness, self-management, social awareness, and responsible decision-making” (“Core SEL competencies”, 2019). (See Appendix E for a graphic depicting SEL Goals).

Cohen, of the *Restorative Schools Vision Project*, emphasizes that because *Restorative Practices* depend upon people being empathetic toward others and willing and able to take responsibility, the goal, in schools, is to use these practices to eliminate suspensions or expulsions because these disciplinary tactics result in “banishment that both deprives students of an education and stigmatizes them as being morally deficient” (2018, p. 1). Yet, even when school law or the violent nature of the violation dictates that students must be expelled, *Restorative Justice* practices can use “Reentry and Reintegration Circles” to reaffirm the offender’s place back in the community (Cohen, 2018, p. 1). Carolyn Boyes-Watson & Kay Pranis indicate that a student who has been suspended “needs to reconnect with the school community in a positive way”. In their book, *Circle Forward*, they outline a formal process for gathering together people connected to a student who has been suspended in order to support the student’s transition back into the school community in order to intentionally “nurture a sense of unity toward the success for everyone”. Participants are invited to discuss “the strengths or capacities” of the student, a “strength or gift” of their own which could “support” the student and address any “lingering concerns” about the student’s offense. The group would also address whether there is “any harm that [still] needs to be repaired” and, if there is, the participants would discuss “what steps [would be] necessary” for all involved “to come together in the way that” reflects or aligns with the school’s values. Finally, participants could identify their “hopes or wishes” for the students and what the student could “do in the next two weeks to

make those hopes a reality” (Boyes-Watson & Pranis, 2015, p.310-311). An added benefit to this approach to discipline is that it provides an opportunity for people (students, families, community members, teachers), who have experienced an unjust or disproportionate or unresponsive approach to discipline, a way to take “leadership roles in shaping a kinder and more holistic school climate”. This approach intentionally involves “a shift away from youth being acted upon to youth being architects of their own learning” in an intentional effort to empower students so that they emerge from the education system better equipped with the confidence, independence, and abilities to positively address conflicts in their communities (Levy, 2017, p. 14).

Restorative Justice is founded in an “ethical philosophy and practice of dialog, resolution, and reconciliation” (Levy, 2017, p. 14). Smith and his co-writers cite research by Casetta and Sawyer (2013) who note that schools that embed restorative practices into the fabric of the school are able to handle conflicts restoratively by “building relationships with students and teaching social skills along with academic skills” (Smith, Fisher, Frey, 2015, p. 2). These social skills can be addressed by integrating *Social Emotional Learning* “competencies” and the principles of Carol Dweck’s *Growth Mindset* into an *Education, Public & Human Services Pathway*. By studying and applying these competencies, students will build skills related to: “self-management, self-awareness, social awareness, relationship skills, [and] responsible decision making”. Students who have been exposed to *Social Emotional Learning* tenets demonstrate “a strong sense of community and positive attitude toward school, high academic motivation and aspiration, understanding of the consequences of different behaviors, [and] coping strategies for school stressors” (Levy, 2017, p. 18). All of these are traits that most schools aspire to develop in students but which have, unfortunately, remained, elusive for many

to achieve (Kamenetz, 2017). However, both *Social and Emotional Learning* competencies and the principles of *Restorative Justice* provide people with “interactive” skills that equip them to “replac[e] anger and harsh punishment with kindness and accountability” and result in generating “individuals and community with emotionally healthy students and teachers” (Levy, 2017, p. 18).

To support *Social Emotional Learning* competencies and to structure space for dialog, a school based in a *Restorative Justice* philosophy would be strengthened by also intentionally applying *Narrative Practices* which “respect the ability[ies]” of all people, including young people, to “find creative resolutions to...conflict” (Levy, 2017, p. 19). Techniques include “restorative circles, restorative conversations, restorative mediations, [and] restorative conferences” (Cohen, 2018, p. 2). *Narrative Practices* emphasize that “The problem is the problem. People are not the problem” (Cohen, 2018, p. 3). This philosophy can be transformative because it “frames and names the problem rather than casting blame and shame on an individual” (Cohen, 2018, p. 4). *Narrative Practices* create an opportunity for offenders to hold themselves accountable for the harm they caused because they are able “to separate themselves from their harmful behaviors, gain empathy and insights into why the harmful events occurred, and then resolve to make things right” (Cohen, 2018, p. 1). Allowing offenders a process for identifying how their harm is a problem that can be resolved and that the problem is not inherently *them* circumvents the tendency to reduce an offender’s complex issue simply to a “negative label that purports to capture the essence of the person” (Cohen, 2018, p. 1). Obviously, a danger of labeling people is that the label “may be adopted by the community, internalized, and then acted upon by the [offender]” (Levy, 2017, p. 19). *Narrative Practices* in the context of *Restorative Justice* offers school communities an approach to discuss harm in a

way that encourages people to “recognize” problems and to “search for agreements that will restore equity and clarify future intentions” for those involved (Claassen, 2002, p.1) in a supportive environment (Cohen, 2018, p. 3). *Narrative Practices* recognize that people are “complex and much more than one problem, [that] positive descriptions offer the key to positive growth, [and] new descriptions can be aspirations to live by” (Levy, 2017, p. 19). *Narrative Practices*, such as “Conversations” between a student and teacher, (represented by “Option # 4” in the Claassen’s “Peacemaking Progress”) allow the teacher to “respectfully” ask “questions that mine the student’s memory for successful attempts at conflict resolution or past demonstrations of patience, resolve, and forgiveness” and in the process of this dialog the “Restorative Conversation” allows the student the “opportunity...to discover the better formed story of their lives and to give them new life” (Cohen, 2018, p. 7-8).

**Argument of Advocacy:
Embedding Restorative Practices in an
Education, Public & Human Services Pathway**

“Among employers, there are several skills that are considered important and even non-negotiable for entry-level candidates; the top required skills were: verbal communication...real-world problem solving...ability to work with others...honesty/integrity,[and] dependability”

1. (“Re-envisioning CTE...” 2018).

Since West Valley High School’s mission is to teach students “To Learn to Work and Think for Life”, part of its responsibility should be not only to give them opportunities to experience restorative practices both in distinct teacher’s classrooms and as an alternative to retributive discipline but also as a collection of frameworks through which to better recognize “difficult concepts quickly” and apply those concepts in meaningful and productive ways, both while they are students and when they leave West Valley (Bohlman & Deal, 2017, p. 15). (See Appendix H for samples of syllabi, lessons, and frameworks). *An Education, Public & Human Services Pathway* pathway would give students structured and scaffolded opportunities to develop their understanding of both historical and contemporary barriers to equity and to develop a “fluid expertise” (Bohlman & Deal, 2017, p. 13) with a multitude of concepts and conflict resolution strategies to identify “problems, conflicts, or injustices”, to “restore equity”, and to discuss solutions that would “prevent” that conflict, problem, or injustice “from happening again” (Claassen, 2015, p. 1). Such a pathway could lead to careers in fields as varied as law, law enforcement and corrections, teaching and social work, military service, and politics. Completion of the pathway would indicate that students have prepared to enter jobs in the legal and government fields, human services and educational fields, as well as in protective services (“Public Service...”). This pathway would incorporate theories pertaining to *“Restorative Justice, Social Emotional Learning”* (“Our Work”, 2016) and *Growth Mindsets*

(Dweck, 2016) and would prepare students to serve their communities by embedding these theories both in the discipline structures of the school and in the approach to the academic content students learn.

Smith, Fisher, and Frey, educational leaders who have incorporated restorative practices into the fabric of their school, shared that a training workshop for their staff was what “confirmed” for them that adopting restorative principles was invaluablely beneficial to their learning community. During the workshop, many staff acknowledged that they themselves were still negatively impacted by “unresolved conflicts” that had occurred in their own pasts. The recognition that past injustices still harmed them as adults prompted them to ask “if students [should] suffer the same fates” especially since viable alternatives to dispute resolution are proven to better prepare students to navigate the complex society they are inheriting (Smith et al, 2015, p. 108). It was this collective epiphany that let the members of their school to commit to educating students through restorative practices.

Restorative Practices are founded in an “ethical philosophy and practice of dialog, resolution, and reconciliation” (Levy, 2017, p. 14). By integrating *Social Emotional Learning* competencies into a *Education, Public & Human Services Pathway*, students will build skills related to: “self-management, self-awareness, social awareness, relationship skills, [and] responsible decision making” (“Core...”, 2019). Social Emotional Learning competencies focus students’ attention on traits, such as being “empathetic” and able to take another’s “perspective”. Education programs linked to restorative practices focus on “character...grit...agency [and]...resilience” (Kamenetz, 2017). Students who have been exposed to *Social Emotional Learning* competencies demonstrate “a strong sense of community and positive attitude toward school, high academic motivation and aspiration, understanding of

the consequences of different behaviors, [and] coping strategies for school stressors” (Levy, 2017, p. 18) such as being able to “guard their own mental health and happiness, [and take] an optimistic view. They learn how to cultivate networks, [of] both trusted intimates and new mentors. And they form goals and are dissatisfied until they reach them” (Kamenetz, 2017). All of these are traits that most schools aspire to develop in students but which have, unfortunately, often remained elusive. Both *Social and Emotional Learning* tenets and the principles of *Restorative Practices* provide people with “interactive” skills that equip them to “replac[e] anger and harsh punishment with kindness and accountability” and result in generating “individuals and communit[ies] with emotionally healthy students and teachers” (Levy, 2017, p. 18). These are educational goals that “90 percent of adults support”, according to a Gallup poll. Adults in the poll acknowledged that it was valuable for “public schools” to include lessons that pertain to “character traits...[such as] honesty, acceptance of others, and moral courage...” and the best way to achieve these goals is by integrating experiences that develop empathy and awareness of self and others into the full spectrum of a student’s experiences at school (Barnwell, 2016). The philosophy of restorative practices and, what the *Josephson Institute*’s 2012 survey calls “character education”, needs to be “integrated” throughout the student’s day in order to have the greatest efficacy (Barnwell, 2016). For students to develop “socially and emotionally”, they must “engage in explicit, systematic, and intentional instruction to ensure that learners” develop “... social and emotional” competencies (Smith, Fisher, and Frey, 2015, p. 6).

The *International Justice Mission* defines social justice as being “achieved when individuals and groups have fair treatment and an impartial share of the benefits of society” (“Social justice...”). Individuals and groups that struggle to receive “fair treatment” are often

discriminated against because of their gender, gender identity, sexual orientation, race, ethnicity, class, age, or ability (“Social justice...”). An *Education, Public & Human Services Pathway* founded on the philosophy of *Restorative Practices* would intentionally expose students to social justice issues in their English, history, health, healthcare, and Junior Reserve Officer Training Corps (JROTC) classes and clubs such as *Model United Nations (MUN)* and *Sources of Strength* so that they could begin, as Freire said, to “imagine a world...that is less ugly, more beautiful, less discriminatory, more democratic, less dehumanizing, and more humane”; they would not only learn about social justice issues, but would also practice addressing and rectifying harm by viewing the issue through a variety of frameworks (Levy, 2017, p. 14). Courses in such a pathway would not be grounded in any particular ethical system, but would instead “expose students to tough issues [both] in the context of academic work” and in the context of conflicts that naturally occur when people live and work with one another (Barnwell, 2016). Teachers of such courses would “not impos[e] values, but ...” would encourage students to “explor[e]” how both applying conflict resolution techniques and striving to achieve solutions that embody democratic egalitarian principles could be used to address harm and resolve issues (Barnwell, 2016).

Classes that focus on analyzing conflicts that stem from inequitable treatment of people also aim to encourage students to “think and feel—but most importantly, to act” in ways that protect each person’s “peace in [their] individuality” and develop not only a “respect for those unlike us [and] the wisdom to discern humane values” but also “the courage to act upon” those values (“About teaching tolerance”). In such classes and within such a school, teachers, advisors, and administrators act as “supervisors” who facilitate discussions by selecting pertinent texts and topics for students to interact with (Thompson, 2009). When describing his

approach to de-escalating conflicts as a police officer through his *Verbal Judo* technique, George Thompson defined a supervisor as a person with “super sight”. A supervisor “directs the energy” of all involved so that groups make informed and wise decisions (Thompson, 2009). Robert Yazzie, Chief Justice of the Navajo Nation from 1992-2003, describes those who are chosen or choose to be these types of facilitators as people who have “wisdom, integrity, good character, and respect [from] the community” (Yazzie, 2011). Nils Christie (1997), a professor of criminology at the University of Oslo, views these supervisors as people who have expertise in thinking about “norms” and “actions”. He also broadened the idea about who communities might view as experts to include those who are particularly adept within their communities at helping those in conflict resolve disputes before they escalate to the level of a crime (p. 2). And Chet Newland, professor of public policy at USC, noted that those tasked with helping others resolve complex issues strive for “reasonableness” and to preserve the “dignity” of all involved (Duke, 2019). Each of these experts, from these diverse fields, underscore that teachers, who act as supervisors, could intentionally frame discussions so that students would have guided opportunities not only to discuss the conflicts that arise either in the texts themselves or among each other in regards to the ideas but also to search for viable ways to achieve reconciliation, envision better resolutions, and to prevent such conflicts from arising again.

Unfortunately, Allan Johnson (1997), a former professor of women’s studies and sociology at Wesleyan and Hartford colleges, notes that it usually is a “luxury” for students to have teachers act as supervisors because being able to present lessons in such a way “is tricky” (p. 697, 700) and requires that teachers are both willing to embed lessons about ethical decision-making into content area subjects and able to allow students to “explor[e]” issues without “imposing” any particular religious or value system on them (Barnwell, 2016). And it is not

only teachers that have shied away from embedding civics education into the curriculum. Schools have also demonstrated a “reluctance” (Barnwell, 2016) to allocate educational minutes to tasks that some parents view as “fluff” because American culture is “such a trophy-, SAT-obsessed society” (Lahey, 2013) and the focus of education, since *The No Child Left Behind Act* was passed in 2001, has shifted so much to performing well on state and federally mandated measurements, that many institutions no longer “recognize...curricula” that does not overtly lead to student improvement on “standardized testing” (Barnwell, 2016).

Regrettably, such a shift in priorities has also impacted society. Christie’s (1977) research noted the differences between horizontal justice, in which decisions about how to compensate for harm is generated by people within a community, and retributive justice, in which punishment is imposed from above, by others in positions of authority. He emphasized that horizontal justice relies upon community members to be involved and requires a “network” of people who are adept at handling issues” (p. 12). However, many communities no longer foster those types of experts. Contributing to this lack of expertise “is [a] coinciding ... decline of teen involvement in formal religious activity over the past 50 years” as documented by “Jean Twenge...[a] San Diego State Professor. Obviously, involvement with religious institutions “is only one way young people may begin to establish a moral identity”, but this decline highlights another reason why social-emotional learning and civics education is needed in public schools (Barnwell, 2016). A danger is that when people are not provided with structured or guided opportunities to consider how they could respond as individuals to conflict, they may simply not act, a finding supported by John Darley and Bibb Latane, “experimental social psychologists”, who were prompted by the gruesome death of Kitty Genovese in a crowded neighborhood in the early morning hours of 1964, to study this phenomenon. Genovese was attacked several times,

over the course of half an hour; even though her struggles and cries for help were observed by thirty eight people from their apartments, the observers “did nothing” (Slater, 2004, pp. 95-96). Likewise, Stanley Milgram, another social psychologist, discovered that most people tend to obey authority and not be “defiant” even when they believe something to be morally objectionable (Slater, 2004, pp. 37-46). And Johnson (1997) emphasized that “large numbers of people have [chosen to sit] on the sidelines” rather than address “the dynamics of privilege, power, and oppression” that often are the root causes of conflict. This tendency to unconsciously conform to norms can inadvertently lead people to act unjustly.

Admittedly, discussions about individual and societal responsibility can be difficult. However, educators in a school committed to restorative practices would “consider silence” on the part of educators, students, educators, families and the community “a wrong answer” (Slater, 2004, p. 34). This perspective is supported by the research of Darley and Latane who discovered that “if you educate a group of people about the concepts of social cueing, pluralistic ignorance, [and] the bystander effect, then you in some way inoculate them against these behaviors in the future”. Teaching students that they can: “[be] potential helpers, ... interpret the event as one in which help is needed, ...assume personal responsibility, ... decide what action to take, ... [and] take action” overcomes the human tendency to remain an observer, a “bystander” and empowers the members of a community to address harm (Slater, 2004, p. 109). Embedded lessons in coursework drawing on the philosophy of restorative practices equips administrators, teachers, students, and families to examine conflicts and would reframe how a school community viewed not only rule violations and discipline but also how the content of classes pertains to decisions relevant to the communities we live in. (See Appendix H for sample frameworks and lessons). Nick Tutolo, a math teacher in Pittsburgh, accomplished

these entwined objectives. He asked his students to consider “what it means to be a conscientious person and citizen...[who addresses] community needs [in relationship to] food deserts in Pittsburg...[during lessons on] ratios and scaling”. The result was that students built “hydroponic window farms” which they gave to “residents in need” (Barnwell, 2016). These students were given a chance to respond to a problem, to “answer” and take agency, and to make their learning relevant both academically and personally (Barnwell, 2016). Such lessons demonstrate that a school dedicated to consistently offering such challenges to students could become a “guide star for a more peaceful world” (Levy, 2017, p. 20) because its members would not only constantly be analyzing sources of conflict but also would be working collaboratively both to create ways to “restore equity” and to prevent future harm (Claassen, 2015. “A Peacemaking Process”).

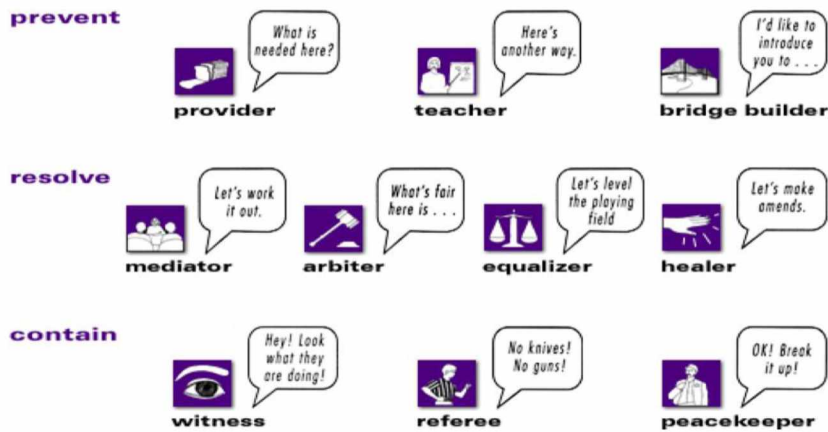
Equipping educators and students with the mediation and peacemaking skills they need to address potential conflict would also be integral to an *Education, Public & Human Services* pathway. George Thompson, creator of *Verbal Judo*, was both an English teacher and a police officer; a duality that certainly is intriguing and relevant. As a police officer, he noted that as his approach to interacting with offenders changed and became more restorative, he was able to incorporate concepts from his training in martial arts to better address norm violations and counsel offenders to make wiser decisions. He viewed public servants as “professionals” who must always “think as the client ought to be thinking” (Thompson, 2009) if the offender (or character or student) weren’t compromised by “trauma [caused by]...depress[ion]...incarcer[ation]...[an absence of] parents...alcohol and/or drug abuser[s]...[or] group identity...race, ethnicity, gender identity, religion” or poverty which may have made the offender “vulnerable or oppressed” (Levy, 2107, p. 21). Asking students to adopt Thompson’s

attitude in their academic classes as they analyze texts or current topics provides them with opportunities to practice conversations structured to identify: “What happened? What were you [or the character] thinking of at the time? Who has been affected by what you [or the character] have done? In what way? What do you think you [or the character] need to do to make things right?” (IIRP, 2016).

Academic courses in the humanities, health, and JROTC and clubs such as *MUN* and *Sources of Strength* are well-suited to provide topics for students to analyze through a *Restorative Practices* lens in a *Education, Public & Human Services Pathway*. Teachers in this pathway can intentionally frame lessons so that students use topics connected to those fields as an approach to analyzing many of the fiction and non-fiction texts available to them in their English classrooms and the texts and topics that teachers cover in history and health and JROTC. Students in this *pathway* would be well-served by a systemic approach to academics that required them to practice “hearing” what others were saying so that they could better recognize underlying causes of conflict and work to help themselves and others who have been disenfranchised have a voice to “speak” into existence healthier and safer and more democratic communities (Johnson, 2006, p. 73). Reseda High School, in California, has an outstanding program in place that West Valley could adapt to meet the needs of our program. Likewise, the *Josephson Institute*, which is associated with *Character Counts* (“Introduction -...”, 2017) and the *Makkula Center for Applied Ethics* at Santa Clara University provide learning objectives that are useful for creating pilot courses for the pathway (“Character Education Framework”, 2018). Fresno Pacific University has a plethora of continuing education classes which embed restorative practices into the coursework. The focus on integrating restorative practices into courses in their disciplines would help teachers see how they too could embed restorative

practices and reinforce the vision of creating a climate of peace and fostering happiness among students and staff at school (“Independent Studies”, 2018). Additionally, such courses would give students the chance to practice the sense of “ownership” that comes from working on authentic problems in order to address conflicts and propose solutions. These courses could empower students to develop skills that would help them to tackle the “serious work” of addressing the harm they see in their communities (Johnson, 2006, p. 73).

Mark Bracher, a professor at Kent State University, justifies using literature to teach about social justice because it is the vicarious emotional experiences that readers undergo when they are connected to texts that can provide a mechanism for students to re-evaluate and reframe social issues and be open to search for, what William Ury calls, a “third side” (Ury, 2010). In his TedTalk, “The Walk From No to Yes”, Ury provides an anecdote to illustrate what a third sider’s perspective can achieve. In this fable, he narrates that a father has died and left his seventeen camels to his three sons. The father had willed that his oldest son receives half of the camels, the second son receives one-third of the camels and the youngest son receives one-ninth. Because the number seventeen is not readily divided by any of these fractions, the sons are fighting and the family is in disarray. They decide to consult a wise woman. She has no solution, but offers to give them her camel. With eighteen camels, the oldest son is able to take his half, which is 9; the middle son takes his third, which is 6 and the youngest takes his ninth, which is 2. Nine plus six plus two equals seventeen so they are able to return to the wise old woman her camel. A third-sider intervenes and offers an alternative option for those in conflict so that they are able to move away from their entrenched positions and can begin to see their common interests. Ury identifies ten third-sider roles for people:



Students benefit not only from identifying how characters in novels and people in non-fiction texts fulfill (or fail to fulfill) these roles but also from practicing these roles themselves in both structured and informal conversations (Ury, 2010). Bracher (2006) notes that since “virtually all of the people in our democracy take literature classes, [English] teachers have the opportunity to influence them in ways that would make a real contribution to social justice” (p. 464) and he emphasizes that students must have the chance to emotionally engage with texts so that they are given opportunities “to experience sympathy or compassion toward people whom they [initially felt] indifferen[t]” towards (2006, p. 470).

Likewise, in English and history classrooms and clubs such as *Model United Nations*, teachers can structure opportunities for their students to examine literature, creative non-fiction texts and historical and current events to determine how economic, social, and political norms contributed to a person or group becoming an “outsider” or “other” or “outcast”. Students can examine to what extent and in what ways the character’s exclusion from society harmed both the individual and the society. They can also examine ways that characters were reintegrated back into society and what impacts the inclusion of the one who was banished or ostracized had on both the individual and the community. This empathetic examination of literature, historical,

and current events looks for examples of how characters and people acted with “competency, courage, and kindness” despite facing adversity and these exercises could help to build empathy in students (Cohen, 2018, p. 8). Empathy stems from feeling a connection to others “which carries with it an automatic sense of responsibility for their welfare” and increases the “sense ...that what happens to them also happens” to us. This realization lays the foundation for examining how existing norms and laws contribute to systems that treat people unkindly or unjustly (Johnson, 2006, p. 72).

Empathy essentially depends on a person being kind toward others. Aung San Suu Kyi, in her 2012 *Nobel Peace Prize* acceptance speech said that “to be kind is to respond with sensitivity and human warmth to the hopes and needs of others. Even the briefest touch of kindness can lighten a heavy heart. Kindness can change the lives of people...” (Cohen, 2018, p. 1). Bracher cites other researchers who attribute social injustice to a lack of either kindness or a lack of “moral emotions such as indignation, guilt, and...compassion...and political outrage” (2006, p. 470). One researcher named Rorty, who is cited in Bracher’s work, defines “moral progress...as a matter of increasing sensitivity, increasing responsiveness to the needs of a larger and larger variety of people and thinks...[it] is a matter of wider and wider sympathy” (Bracher, 2006, p. 470). Bracher is not advocating for teaching students certain moral principles through literature, but is instead advocating for teachers to use literature as a means to develop “a broad compassion for one’s fellow citizens” in order to work toward creating a “decent society” (Nussbaum qtd in Bracher, 2006, p. 470).

His research on social intelligence has led Goleman to assert that humans “are hardwired for kindness” on an “emotional and psychological level” (Cohen, 2018, p. 4) which supports Bracher’s (2006) position that teachers can use literature to analyze social justice issues not as a

means “to inculcate new values, provide new knowledge, or develop new analytical skills but [instead as a means to]... help people overcome their indifference to ... the billions of people who live in misery on our planet” (p. 471). Analyzing the plights of characters can reacquaint people with their “inherent” tendency toward “goodness” and compassion and [provide them with opportunities] to recognize how members in society are “interconnected” (Cohen, 2018, p. 4) and therefore responsible for the welfare of others (Johnson, 2006, p. 72) Developing this sense of empathy motivates people in a different way than simply relying on a set of principles. Principles may “motivate [people]... in the short run” because “confronting issues such as sexism and racism is hard and sometimes painful and even frightening” (Johnson, 2006, p. 72) but what will truly “compel” people to treat one another “fairly and decently” is feeling a “connection” to others (Johnson, 2006, p. 72, 71, 72) .

Bracher quotes Lazarus who refers to the ideas of both “Aristotle...and cognitive psychologists” who have noticed that certain “specific appraisals [of situations and people] produce specific emotions, which include a particular arousal together with a tendency to act in a manner that promises to maintain, defend, or restore our well-being” (Bracher, 2006, p. 473). Because it is natural for people to experience fear or anger when they “perceive [their] physical or psychological integrity [is] in danger...or [that their] identity [has been] diminished by someone’s willful action”, it is invaluable in a pathway embedding *Restorative Practices* to teach students how to thoughtfully evaluate situations so that they can develop skills to identify the underlying causes that led a character to cause harm to others or themselves and how others in the texts created solutions (or might have created solutions) which were able to repair harm (Bracher, 2006, p. 473). Likewise, discussing how characters respond to conflicts in literature gives them an opportunity to “flip the script”. Cohen explains that in “preventative circles”,

students discuss how they deal with problems while they also practice how to “substitute strength, competence, resolve, and other positive emotions or ways of being, for the troubled ones” (Cohen, 2018, p. 6). Boyes-Watson and Pranis provide scripts and support materials to help teachers structure discussion circles that focus on “understanding trauma..., witnessing violence...the impact of social hierarchies..., structural inequality..., race..., social inequality..., gender and violence..., sexual harassment... [and] addressing harm” (2015, p. ix-x). A teacher could easily adapt these scripts to apply to discussions pertaining to characters in novels or people in creative non-fiction texts.

Another way to evaluate people and situations is through the study and application of archetypes. In her book *The Hero Within: Six Archetypes We Live By*, Carol Pearson advocates teaching students and adults about how archetypes apply to all people, not just characters in stories, so that each of us can tap into different inherent approaches for tackling the variety of problems humans encounter. She said that “most of us are slaves to the stories we unconsciously tell ourselves about our lives. She asserts that freedom begins the moment we become conscious of the plot line we are living and, with insight, recognize that we can step into another story altogether” (2003, p. 18). She noted that because the world is becoming more complex, people will need to constantly “develop ‘a new paradigm, a new self, one that is more effectively aligned with today’s realities’” (Quinn qtd in Pearson, 2003, p. 7). She also advocates for discussing how people are not defined by the problems they encounter and that in order to “live a successful life”, people must “deprogram [themselves] from outmoded habits ... [and not] see ourselves as victims... [but as] heroes” (Pearson, 2003, p. 8). Teaching students about archetypes is already a component of literary analysis; however extending those conversations and asking students to apply their understanding of archetypal responses to other

conflicts, would give them additional metacognitive tools to apply as they engage in *Restorative Conversations*.

Literature is comprised of stories that “explain...a victim’s plight”. These stories can inherently “influence the [reader’s] emotions, which in turn influences the [reader’s] desire to help the victim, whether directly or by government policy...[so] a fundamental way to promote social justice is to increase people’s capacity and tendency to recognize the ways in which other’s negative behavior or condition is beyond his or her control. [In other words, how] social problems such as poverty, unemployment, teen pregnancy, addiction, and crime are caused by forces beyond the control of the immediate bearers or perpetrators of these conditions” (Bracher, 2006, p. 475-476). This understanding, not only that the underlying causes impact offenders but also that these causes “...dramatically increase the odds of [a person] developing a violent personality”, is essential in an *Education, Public & Human Services Pathway* that employs *Restorative Practices* because students who “overlook external, situational causes unjustifiably tend to assign responsibility to the individual victim of such conditions, which results in feelings of anger or indifference toward such individuals, which in turn produces an unwillingness to help them and in some cases even a desire to punish them for their condition” (Bracher, 2006, p. 478). Texts already taught in English classrooms that naturally lend themselves to these types of discussions include: *Of Mice and Men*, *The Grapes of Wrath*, *To Kill a Mockingbird*, *Romeo and Juliet*, *Antigone*, *Night*, *Adventures of Huckleberry Finn*, *A Streetcar Named Desire*, *Raisin in The Sun*, *The Crucible*, *Fahrenheit 451*, *Lord of the Flies*, *The Yellow Wallpaper*, *The Scarlet Letter*, *The Great Gatsby*, *1984*, *Never Let Me Go*, *Black Like Me*, “*Black Men and Public Space*”, “*Just Walk on By*”, “*Bury My Heart at Wounded Knee*” to name a few. Each of these texts provides many opportunities for students to examine

how the character's "needs and vulnerabilities...[may] have prevent[ed] him or her from positive behaviors and may [have] even doom[ed] him or her to destructive behaviors" (Bracher, 2006, p. 502). Additionally, these texts can provide opportunities for students to examine their own emotional reactions to characters. If the character disgusted them or made them angry or made them feel as if the character deserved to be harmed or punished, students can be asked to analyze "what automatic attributions [they may] have made that produced that emotion [and what] ...crucial information [they may] have omitted in making this attribution" (Bracher, 2006, p. 502). Students can also be asked to examine how the interventions or lack of interventions by others impacted the character's behavior. All of these activities provide students with opportunities to take the time to "listen" to the stories of the characters (Johnson, 2006, p. 73). These activities provide students with chances to practice using critical thinking skills to identify the causes and problems that contributed to harmful events as well as the effects of those decisions and the solutions proposed (See Appendix H for a graphic organizer useful for teaching critical thinking skills). And these activities give students chances to identify those who acted (or could have acted) as third-siders to either mitigate and prevent harm or facilitate discussions aimed at ways to repair damage once harm was done.

Students would also have opportunities to apply these strategies in English courses that address contemporary topics and the issues society is currently debating. Luan Hanratty has compiled a text titled *Great Debates: 24 of the Most Important Questions in Modern Society for Teachers of ESL and EAP* which would be an outstanding resource for such a course. By default, the atmosphere of such a course would have the potential to be contentious because the topics covered in the course, as outlined by Hanratty, are, by their very nature, controversial. These topics include: "sanctions, violence, nature v. nurture, gun control, distribution of wealth,

healthcare, globalization, drugs, taxes, free trade, civil liberties, capital punishment, crime and punishment, adoption, military intervention”, and others (Hanratty, 2002, p. vi). Such a course would require students to evaluate their “cognitive schemas” to examine how their underlying assumptions may have “short-circuit[ed] their perception of the full battery of causes that are responsible” for the issues covered by each debate topic (Bracher, 2006, p. 479). Such debate topics could be structured to provide students with opportunities to practice asking restorative questions as they work to understand the “causal factors that combine to produce a particular type of event or state of affairs” (Bracher, 2006, p. 479). Students would be required not only to identify the tipping point for the events that sparked controversy, but also to identify and to investigate the “situational causes [and] environmental causes” as they prepared to dialog about topics in an effort not only to determine which factors contributed to the harm but also to search for common interests and to construct a path to reconcile differences (Bracher, 2006, p. 482). Asking students to assume a “third-sider” role in these debates would also add a layer of intricacy to the task of discussing complex issues in a restorative manner. All of these tasks require higher-level thinking skills, as outlined on *Bloom’s Taxonomy*. Creating opportunities to practice these higher-level skills is always a goal for teachers.

Bracher (2006) asserts that “most Americans [assume]...the other person’s motives or intentions [are] the ultimate cause [for a conflict]...and [tend to] underestimate or ignore entirely all the antecedent and situational causes which are arguably the most crucial causes” (p. 482-483). When people are left with an incomplete understanding of situations, they are apt to see an offender as entirely “responsible” for the problem resulting in “anger, resentment, [and] hostility toward the other [which results in] aggression or inaction rather than assistance” (Bracher, 2006, p. 484) and to want some form of retributive justice. Courses and clubs that

require students to examine “the full range of causes” in the context of restorative practices would elicit “sympathy, compassion” in readers so they could discuss possibilities for and result in “prevention and aid rather than aggression and punishment” (Bracher, 2006, p. 484). In such courses and clubs, students would be asked to examine “environmental factors, genetic factors, traumatic experiences, and toxic social environment” as they construct meaning about “problematic behavior[s] [so that they practice] incorporate[ing] rather than ignor[ing] the root and distal causes of the behavior [or conflict]” (Bracher, 2006, p. 486-487). Such a social justice approach to academic and club activities gives students opportunities “to stop making faulty judgments [concerning] responsibility, which result in indifference, hostility, and harmful actions, [and] requires replacing their truncated, inadequate cognitive schemas of causality with more adequate causal schemas” (Bracher, 2006, p. 488). Discussing the plights of characters in literature circles and discussing controversial issues in other academic classes and clubs provides opportunities for students to create alternative solutions. These activities “encourage... members to share their real wisdom [and] the collective intelligence is likely to surpass [the knowledge of] any individual” (Pearson, 2003, p. 12). Students graduating from this pathway would have a solid philosophical foundation for careers in law, public service, corrections, education, human services, government and public administration, and the military.

West Valley piloted a class in the Fall of 2018 which updated a course titled *Popular Novels* already in existence in the FNSBSD’s curriculum. At West Valley, we refer to the course as *Contemporary Writers and Social Conflict*. The course intentionally embeds principles related to conflict-resolution strategies and issues related to restorative practices into lessons. Included in Appendix H are the first few pages of the syllabus. These pages provide an example of how a course in the Pathway might embed restorative principles in with content.

Appendix H also includes sample assignments which embed pathway principles. Included in Appendix I are reflective writing selections from students in this class and my junior-level *College Preposition Composition* courses that illustrate students' reactions to their exposure to the principles of restorative practices through the content.

Limitations

Hope for the Future

*People work hard
to try to better themselves
and society
for current and future generations.
Hope requires work.
Hard work
leads to growth and progress.
Hope for the future
is a commitment
to the principle
that hard work
and actions
will make life better.
-Sprinkle*

I began pursuing this Master's degree in the *Administration of Justice* for myself because I wanted to learn how to improve my individual practice. However, I came to realize through my intense research that my question was not simply "how can I make my classes better?" but rather it was "where can I start embedding a restorative approach to conflict and how can I sustain my efforts in a traditional system?". I began by making the implementation of elements of *DTR* my learning goal for the last two years and have felt fortunate to work with both Dave Foshee, as my evaluator, and Sarah Gillam, as principal at West Valley, as I bumped along this path. They have supported my efforts and provided wise advice and encouragement when I faltered. Through these experiences, my question became "how can I help to weave restorative practices into the fabric of our school and design a pathway for students who are interested in careers dependent upon effective conflict resolution skills?".

In general, I take a qualitative approach to problem solving. I tend to observe my environment and spend time "exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (Creswell & Creswell, 2018, p. 4). Throughout my

career, I have been compiling a mental list of deficiencies pertaining not only to discipline practices but also to how the texts we studied in English classes left students with the impression that problems existed, but that there were few ways to resolve those issues which did not result in the decimation of individuals or society. Because I had this collection of “particular” examples, I “inductively” knew that a restorative approach to conflict resolution was the solution I had been seeking for my classes (Creswell & Creswell, 2018, p. 4). Additionally, since 2016, my research has solidified my belief that a school community which practices *DTR* with fidelity will have a healthier climate, less major discipline issues resulting in students being removed from classes or school, and increased learning and skill development (Johnson & Johnson, 2002, p. 25). The research and analysis of my findings reflects my “transformative worldview” (Creswell & Creswell, 2018, p. 9). It exhibits my tendency to consider how school norms and practices and hierarchical structures impact “marginalized individuals” and how “issues of power or social justice, discrimination, and oppression” are attended to (Creswell & Creswell, 2018, p. 9). Creswell and Creswell quote Mertens who characterizes researchers with a transformative worldview as those who believe “research inquiry [should] ... confront social oppression at whatever level it occurs” (2010, qtd in Creswell & Creswell, 2018 p. 9) and for whom research naturally becomes “an action agenda for reform that may change the lives of the participants, the institutions in which individuals work or live, and the researcher’s life” (Creswell & Creswell, 2018, p 9). In true form, my research for this project has “focuse[d] on the needs of ... groups and individuals”. For me, these groups are not only students, but also fellow teachers, support personnel, and administrators in our building.

Because the school district is a bureaucracy, it has typical elements: “rulification and routinization, [a] division of labor, [a] hierarchy of authority, expertise, [and] written rules” and some of these traits of working for a large organization chafe at people. For those not at the top of the “organizational pyramid” (Peak, 2016, p. 29), it can feel as if the need to “function efficiently” (Peak, 2016, p. 24) leads to the “stifl[ing] [of]...individual freedom, spontaneity, and self-realization” (Peak, 2016, p.25). Current discipline procedures adhere to the idea that there is a “chain of command”: students offend, teachers send students to administrators, administrators may send students to the police, and parents and students may contest discipline decisions with the school board and superintendent (Peak, 2016, p. 28). These discipline procedures “stress continuity” and aim to “facilitate standard and equal treatment of similar situations” and assume that those higher up in the chain of command have greater expertise because they have “specialized training” and are “qualified” to handle such problems (Peak, 2016, p. 24-25). These systems are “created and maintained” to help the organization “function efficiently” (Peak, 2016, p. 24) but they result in the restriction of the power and autonomy and opportunities of others, “not because of who [those others] are or what they’ve done, but because of the social category they belong to” (Johnson, 1997, p. 698) and this has resulted in people feeling “marginalized or disenfranchised” or disempowered (Creswell & Creswell, 2018, p. 9). When managers in these organizations “find problems too hard to solve, they hire consultants” instead of working with employees to develop authentic and innovative solutions and “too often, corporate greed, incompetence, and insensitivity create havoc for communities and individuals” (Bolman & Deal, 2017, p. 10, 8). This view of the bureaucratic system contributes to the perception that we are unempowered and can prevent any and all of us from achieving the results we desire and make us less efficacious. Less happy.

But to a certain extent, this view that our power is limited is only a perception and not the reality. If we shift our perception, we can shift our reality. Harvard Business School's John Kotter (2005) states that "thinking differently can help change behavior and lead to better results" (p. 132) and Annie Brock and Heather Hunley (2018), authors of *In Other Words: Phrases for Growth Mindset*, note in their chapter titled, "Creating a Growth-Mindset Organization", "that with practice, perseverance, and effort, people have limitless potential to learn and grow" (p. 177). Costello, Wachtell, & Wachtell (2009) include "David Gleicher's 'Formula for Change' [because it]... is a helpful way of looking at the possibility of achieving intentional change in a school: Dissatisfaction + Vision + Practical Approach > Resistance", whether that resistance comes from individuals within the school or forces outside of it (p. 81). *DTR* provides both a clear vision and a practical approach to help us shift into a community that empowers all of us to more adeptly and organically use restorative practices not only to address conflicts in ways that repair harm, restore equity, and promote thinking and learning but also to create and maintain a vibrant educational community that practices "excellence, caring, justice, and faith" (Bolman & Deal, 2017, p. xiv). Naturally, it is easiest to use restorative practices and exercise these traits in a system that supports such values because "habits are...more easily instilled when 'right' or 'just' [norms] also exist" (Pollock, 2014, p. 27). But the reality is that "there will always be barriers and resistance to change in...organizations" and a school can focus on "reducing rather than overcoming resistance" and can "reframe" conflicts to search for solutions (Bolman & Deal, 2017, p. xi).

Bill George, a professor at Harvard Business School, noted in his article, "Truly Authentic Leadership" that many in society feel a "deep-seated skepticism and distrust of leaders-often justified by...ethical violations", but he also admonishes readers to consider that

sometimes those chosen for positions of authority are selected for the wrong reasons (Peak, 2016, p. 37). Some are hired for leadership positions because of “their style rather than their substance, for their image instead of their integrity”. He emphasizes that true leaders exist everywhere and are recognized as people who “pursue their purpose with a passion, practice solid values, lead with their hearts as well as their heads, establish connected relationships, and demonstrate self-discipline” (George, 2006). These leaders are “good in their skin...and do not feel a need to impress or please others. They inspire those around them and bring people together around a shared purpose and a common set of values. They know the ‘true north’ of their moral compass and are prepared to stay the course despite challenges and disappointments. They are more concerned about serving others than about their own success or recognition (Peak, 2016, p. 37). So, even though some in our building may be disheartened or demoralized that the district as an organization may not seem capable of either supporting restorative practices or willing to work “with” teachers and staff to create a more positive and productive school climate, the leadership at West Valley is.

Bolman and Deal (2017) note that, according to Kahneman, “most of us passively accept...problems as they are framed, and therefore rarely have an opportunity to discover the extent to which our preferences are frame-bound rather than reality-bound” (p. 14-15). To offset this tendency, we can reframe our problems in order to come up with more solutions. Their analogy for this concept involves a math problem. “What is the sum of 5 plus 5?” The only right answer is ‘10’. Ask a different way, ‘What two numbers add up to ten?’ Now the the number of solutions is infinite” (Bolman & Deal, 2017 p. 13). They also have observed that many of us succumb to common fallacies for explaining conflict. “The first and most common is blaming people...[because] pinpointing the culprit is comforting. Assigning blame resolves

ambiguity...and punish[es] the guilty”. However, focusing only on individuals “oversimplifies the problem...[disregards the] larger system failures...[and] does little to prevent ...recurrence” (Bolman & Deal, 2017, p. 27). People also blame “bureaucracy” for many of the reasons already discussed above. Additionally, people resent the solutions bureaucracies tend to generate because they create “either more or fewer rules and procedures, and tighter or looser job descriptions” (Bolman & Deal, 2017, p. 28). Finally, people blame problems in their organization on other peoples’ “thirst for power...this view sees organizations as jungles teeming with predators and prey. Victory goes to the more adroit, or the more treacherous” (Bolman & Deal, 2017, p. 28-29). These patterns have truth to them, but each explanation by itself is incomplete and, only focusing on one perspective, limits options for solutions, and casts the problem as outside of most of our control. Implementing *DTR* and gaining skills to resolve conflicts are ways individuals and groups can benefit from reframing the problems of feeling disempowered and insignificant.

Allan Johnson, author of *The Gender Knot: Unraveling Our Patriarchal Legacy* and *Privilege, Power, and Difference* also challenges people to reframe their ideas concerning “the dynamics of privilege, power, and oppression” so that individuals can first “...see and talk about what’s going on”, the harm that has been caused, so that we can then “analyze how [privilege, power, and oppression] work as a system”. With restorative practices, members of a school community invest the time in exploring the underlying causes of conflict. By hearing the stories of all impacted by a conflict, groups “can identify points of leverage where change can begin” (Johnson, 1997, p. 698). These points of leverage allow people to brainstorm ways to repair harm and restore equity. It will be an important shift for teachers, as we move from a retributive system of justice to a restorative system, to consider Johnson’s definition of

privilege. He asserts that “privilege exists when one group has something that is systematically denied to others not because of who they are or what they’ve done but because of the social category they belong to” (Johnson, 1997, p. 698). In a traditional, hierarchical system, such as a school, teachers are automatically endowed with privilege of power and authority and this endowment “is a feature of social systems, not individuals” (Johnson, 1997, p. 698). Examining our underlying assumptions about who has privileges and why those privileges are bestowed or denied would be a critical conversation to have as we establish building discipline norms.

Restorative practices require a reframing of how we assign blame and responsibility. It will be helpful to take a position that aligns with Dweck’s ideas about the attitudes needed for a *Growth Mindset*. Johnson says, “...privilege says less about [each of us] personally ... [and more] about the society we all live in and how it is organized to assign privilege on the basis of a socially defined set of ... categories that change historically and often overlap” (Johnson, 1997, p. 698).

Also important to consider are the “paradoxes of privilege”:

- “Those who have privilege don’t know it, which is a key aspect of privilege”.
- “Privilege doesn’t necessarily lead to a ‘good life’ which can prompt people in privileged groups to deny resentfully that they even have it”
- “Privilege doesn’t equate with being happy. It involves having what others don’t have and the struggle to hang on to it at their expense” (Johnson, 1997, p.698).

In his book *Privilege, Power, and Difference*, Allan Johnson emphasizes that “structures of power and inequalities... shape almost every aspect of of life” (Johnson 2006, p. 66) and that to ignore the harmful or destructive nature current systems inflict and perpetuate is short-sighted and ultimately will undermine the “good intentions” of those trying to improve the system (Johnson 2006, p. 67). Simply believing that society can “get out of [this harmful system] by

somehow getting to a place where we're kinder and more sensitive to one another ignores most of what [society has] to overcome" because it encourages surface-level changes without addressing underlying causes of harm (Johnson 2006, p. 66). So, a school that decides to use restorative practices will need its members to become both more intentional and reflective about the relationship between our school's discipline and educational goals and also more willing to collaborate with others to identify and restore both the immediate harm and acknowledge and address underlying or systemic sources of conflict. The idea of authority will become less rigid because more people will be authorized to share "power with" both the "leaders" of the school and those who are "governed" in order to search for solutions to the current issue and restructure the environment to make it less likely that the same type of conflict will occur in the future (Clayton, 2013, p. 16).

These ideas about collaborative organizations are shared by many, including Mary Parker Follett, Bob Costello, and Mark Vander Vennen. The latter two authors each include a graphic in their texts that illustrates "power with" as being in a quadrant that reflects both a high level of control (recognized as limit-setting and discipline) and a high level of support (recognized as encouragement and nurturance) (Costello, Wachtell, & Wachtell, 2009, p. 50; Hopkins, 2016, p. 129). In such a school, "partnerships...lead to collaborative organizational activity...brought into being in often loosely structured arrangements" (Clayton, 2013, p. 1) and "power is widely dispersed" (Clayton, 2013, p. 10) and extended not only among members of the immediate school community but also to groups that can provide support and services beyond the scope of the institution. Such a school, therefore, will have "multiple, horizontal relationships" (Clayton, 2013, p. 3) and will exemplify the idea "that there are [a myriad of] ways to organize and attain predictable patterns of behavior" (Clayton, 2013, p. xi). However,

for a school dedicated to shifting its view of power and authority away from a strictly hierarchical chain of command to collaborative, horizontal relationships, members must “build and maintain...supportive relationships” and develop effective and productive “group problem solving” skills because in “seeking to collaborate, they will have to work through the many differences that flow out of their having come out of [backgrounds] that have different histories, systems,...procedures, ...value[s] and belief[s]” (Clayton, 2013, p. 10-11) and ideas about “privilege” (Johnson, 1997, p. 697). Additionally, such schools recognize that “conflict and differences are to be expected” inside classrooms, among teachers and parents, among teachers and their co-workers, among teachers and administrators, and among administrators and parents. These conflicts can provide ways for “individuals to be involved in creating solutions...to better affect social change” and inspire individuals to work to create and maintain both a civil environment and rigorous learning communities (Johnson, 1997, p. 697). In *DTR*, the Claassens emphasize that “learning constructive conflict-related skills is as important to becoming an educated person [and educator] as is knowing the order of operations in math” (Claassen & Claassen, 2008, p. iv) and that a school which invests all members with the opportunity to share power for resolving conflicts has to be able to depend upon members to practice “trustworthy behavior” (Clayton, 2013, p. 11). Part of this sharing of power will also depend on the members of the community developing “a sense of ownership” of both the “problem and...its solution” which will empower them to “feel [personally] committed to change”. This personal commitment will help them to persevere against “all the anger, fear, resentment, detachment, inattention, and ignorance” that can be “wrapped up...[in the] obliviousness” of those who do not recognize the need to change current harmful systems (Johnson, 2006, p. 75).

The Josephson Institute has created a program for teaching ethics. This program is useful because it provides both a ‘framework of principles that are reliable and a procedure for applying them to problems’ (“Making Sense of Ethics”) . The institute identifies “*Six Pillars of Character*” that detail habits for ethical behavior. They are:

- “*Trustworthiness*: ...honesty and meeting one’s obligations. Honesty means to be truthful, forthright, and sincere...[This] pillar also involves loyalty, living up to one’s beliefs, and having values.
- *Respect*: ...treat each person with respect and not as a means to an end.
- *Responsibility*: ...standing up for one’s choices and being accountable. Everyone has a moral duty to pursue excellence, but if one fails, the duty is to take responsibility for the failure.
- *Fairness*: ...involves issues of equality, impartiality, and due process...to apply fairness in one’s dealings with everyone.
- *Caring*: ...the ideas of altruism and benevolence.
- *Citizenship*: ...voting, obeying the law, being a good steward of the natural resources of one’s country, and doing one’s fair share” (Pollock, 2014, p.28).

Changing from a hierarchical system of authority to a horizontal system will require all of us to practice habits that contribute to the success of the organization. Costello, Wachtel, and Wachtel (2009) provide a graphic titled the “*Organizational Change Window*”.

High Pressure: **(from mandates & requirements)**

To Managed strategic change Top-down imposed change	With Connecting personal & professional growth Self-managed project
Not Cosmetic change (faddism) Avoiding/resisting change	For Management consultants Best practice emulation

Low Pressure Low _____ **Support** _____ High
(through encouragement & nurturance)

They emphasize that “pressure without support breeds resentment and resistance [and], without participatory engagement, change is superficial and fleeting [and will not be] effective, meaningful, and enduring”. Ineffective change strategies are analogous to ineffective discipline procedures: they only “work...when those in authority are watching” (Costello, Wachtell, & Wachtell, 2009, p. 85). Instead, effective change strategies share the work of creating change with stakeholders and it is clear that even as stakeholders are invited to share power in a collaborative system they also “will be held accountable for change”. Even as stakeholders are held accountable, they are also buttressed and can trust that they [will] simultaneously [be] given the support and tools they need” to be successful (Costello, Wachtell, & Wachtell, 2009, p. 86). *The Six Pillars of Character* emphasize that we, as members of this community, whether we are students, teachers, parents, or administrators, will best achieve the school’s mission if we also hold ourselves accountable for change and seek support and tools when we need them.

One way administrators demonstrate their commitment to support staff is to keep “staff informed early in the process” of their desire to change school culture. Another way is to encourage staff to act as “a support group for one another” and to promote discussions about “how to handle a student’s behavior [and] how to respond to different situations more effectively” (Costello, Wachtell, & Wachtell, 2009, p. 88-89). In this vein, Sarah Gillam has

done both. Through her weekly newsletter and in staff meetings, she has shared her interests in building equity in our school and in using restorative practices and she encourages her staff to create and participate in *Professional Learning Communities* aimed at allowing us opportunities to “self-manage” our own growth. At least four PLC groups or workshops since 2016 have already focused on restorative practices. The collaborative nature of these groups has helped to introduce the tenets of restorative practices to members of the staff and it is apparent that “small results [have begun] to build” simply from giving staff the time to discuss and explore ideas with one another (Costello, Wachtell, & Wachtell, 2009, p. 91). Costello notes that “the cumulative effect of staff making small changes here and there will slowly impact the whole school culture”. These focused and deliberate discussions about restorative practices have had the unforeseen benefit of bringing “...good instincts to conscious awareness and mak[ing] them explicit so they can be shared and [become] consistent throughout a school... [These restorative responses to conflict begin to be] done on purpose, all the time” (Costello, Wachtel, & Wachtel, 2009, p. 91-92). These collaborative learning communities fall in the “with” quadrant because those of us in these *PLC* groups have adopted the self-imposed “mandate” to implement *DTR* and we are able to “nurture and encourage” each other as we encounter difficulties or roadblocks (Costello Wachtel, & Wachtel, 2009, p. 85).

Administrators and staff can support each other through the organizational change process when we anticipate and provide for the reality that most of us are sometimes “afraid to admit [we] need help because [we] don’t want to be seen as ineffective or weak (Costello, Wachtell, & Wachtell, 2009, p. 92). Many teachers, students, parents, and administrators are accustomed to being successful. According to Neustadt, change can naturally threaten both our “professional reputation[s]...the judgment of those [we] wish to persuade as to [our] skill and

willingness to use [our] vantage points...[and our] ‘public prestige’...[in our] organizational standing” (Clayton, 2013 p. 21). Many of us “spend [our] professional lives being the expert in the room [and, therefore,] struggling with a task can be especially” difficult (Brock & Hundley, 2018, p. 174). It may be helpful to remember that working in a large organization is always challenging. Organizations are “complex...[and] surprising...[and] deceptive. The behavior of the people who populate them is notoriously hard to predict...[and the] systems [create] a changing, challenging, and erratic environment” When people make mistakes, they sometimes “camouflage” them which results in the reality that “communications in organizations [are not always] candid, open, or timely” (Bolman & Deal, 2017, p. 31-32). Especially in times of change, when people are asked to shift paradigms, organizations can be ambiguous. According to McCaskey, people may not be:

- “Sure what the problem is.
- Sure what is really happening.
- Sure what [the organization] want[s].
- [Sure individuals or the organization has] the resources we need.
- Sure who is supposed to do what.
- Sure how to get what [individuals & the organization] want[s].
- Sure how to determine if [individuals & the organization have] succeeded” (Bolman & Deal, 2017, p. 33).

Our instinctual response to these fears and uncertainties might be to “fight, flee, or freeze”. But just as the *Six Pillars of Character* can help guide our ethical responses to conflict, so can the “Growth Mindset” principles help us overcome “fixed mindset” tendencies. People in a school with a growth mindset feel supported because the members:

- “Value mistakes and failures as learning opportunities”.
- Encourage “teachers, [staff and students and administrators] ... to innovate and try new things”.
- Give “students [and teachers, and staff, and administrators] many chances to master material”.
- “Demonstrate [that] the school values open communication as a path to understanding, learning, from mistakes, and second chances”.
- “Promote and celebrate growth”.
- “[Provide each other with] opportunities to set learning goals, track their [own] progress, and practice new strategies” (Brock & Hundley, 2018, p. 172).

Such a school adopts a

“learning organization’ culture, where communication and collaboration are promoted so that everyone can be engaged in identifying and solving problems. This culture will enable [an]organization...to continually experiment, improve, adapt to generational differences, and meet the challenges of a more complex role. The learning organization will prize equity, open information, reduced hierarchy, and a culture that encourages adaptability and participation toward seizing opportunities and handling crises” (Peak, 2016, p. 44).

Gardner said, “Consultation and collaboration [become] a regular part of the business of the school” and staff and administrators prioritize “creative collaboration” because in schools, “none of us is in private practice”; we have a “collective responsibility to create a better school culture” which comes about when we recognize we need to help each other improve and develop (Costello, Wachtel, & Wachtel, 2009, 92-93) and “self-renew” (Clayton, 2013, p.20).

Another way administrators demonstrate their commitment to support their staff and staff demonstrate their commitment to support their students is by adhering to a process that is fair. “Fair Process simply means that people are treated in a respectful way” (Costello, Wachtell, & Wachtell, 2009, p. 87). Fair process provides for:

- “Engagement...everyone affected by a decision is given the chance to provide input and have an opportunity to discuss various possible courses of action”.
- “Explanation...the process and reasoning behind the decision are made clear to all stakeholders”.
- Expectation Clarity:...everyone involved understands the implications of that decision, the specific expectations and the consequences for failing to meet those expectations”. (Costello, Wachtell, & Wachtell, 2009, p. 87).

The upshot is that “people [who are] treated fairly...are more likely to cooperate with the decisions that are made-even when the outcomes are different from the ones they may have preferred or desired” (Costello, Wachtell, & Wachtell, 2009, p. 87).

Obviously, being a member of such a school is much more complex and requires all of us to participate thoughtfully and ethically and to be both managers and leaders. Warren Bennis, author of *On Becoming a Leader*, wrote that “leaders are people who do the right things; managers are people who do things right (Clayton, 2013, p. 24) and Bolman and Deal (2017) emphasize that “leading and managing are different, but they are equally important (p. x). Peak (2014) identifies several differences between the two. “A manager operates in the status quo, but a leader takes risks. Managers are conformers; leaders are reformers. Managers control; leaders empower. Managers supervise; leaders coach. Managers are efficient; leaders are effective. Managers are position oriented; leaders are people oriented” (Peak, 2014, p. 34). Bolman and Deal (2017) identify the talents needed from both managers and leaders.

Organizations need

“the objective perspective of managers as well as the brilliant flashes of vision that wise leadership provides...[The ability of managers to] find simplicity and order amid organizational confusion and chaos. [Organizations] need versatile and flexible leaders who are artists as well

as analysts, who can reframe experience to discover new issues and possibilities [and] managers who love their work, their organizations, and the people whose lives they affect. [Organizations] need leaders who appreciate management as a moral and ethical undertaking, who combine hard-headed realism with passionate commitment to larger values and purposes” (Bolman & Deal, 2017, p. x).

Noticeably, “both roles are crucial” to the success of a collaborative organization (Clayton, 2013, p. 24) . In his book, *That’s Not How We Do It Here*, John Kotter (2016) includes a helpful table that identifies several skills associated with each category:

Management	Leadership
Planning Budgeting Organizing Staffing Measuring Problem Solving Doing what we know how to do exceptionally well in order to produce reliable, efficient results constantly.	Establishing Direction Aligning People Motivating Inspiring Mobilizing people to see opportunities, overcome barriers, and leap quickly, agilely, and innovatively into a prosperous future.

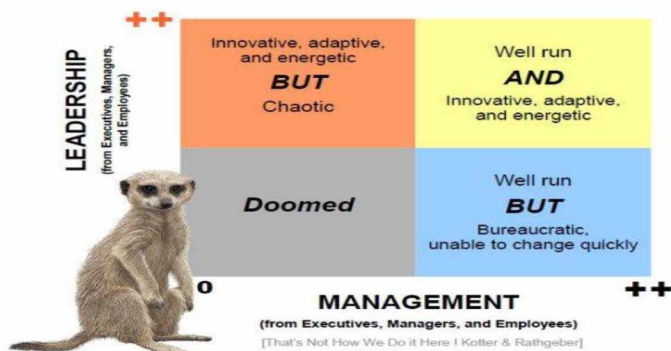
(Kotter & Rathgeber, 2016, p. 143).

Additionally, they provide a matrix, which illustrates that an organization that provides high leadership support and high management support creates “a best-of-both-worlds” situation because it can then support a “dual structure”, both a vertical and horizontal arrangement for distributing authority (Kotter and Rathgeber, 2016, p. 150) . This idea is depicted below.



(Kotter International, 2014, p. 5)

This dual structure is better situated and able to handle the complex nature of conflicts and change and to encourage and empower employees to be both team players and innovators. These “organizations... are using leadership development education on...larger groups...making sure that the education is about leadership, not just management.



(Kotter, 2017).

They are adding new network-like groups...are trying to engage the workforce more...and trying to grow people as leaders”(Kotter & Rathgeber, 2016, p. 150). Kotter and Rathgeber identify steps for implementing change in order to take advantage of “The Big Opportunity”.

They are:

1. “Create [a] sense of urgency.
2. Build [a] guiding coalition.
3. Form [a] strategic vision and initiatives.
4. Enlist [a] volunteer army.
5. Enable action by removing barriers.
6. Generate short-term wins.
7. Sustain acceleration.
8. Institute change” (Kotter & Rathgeber, 2016, p. 150-151).

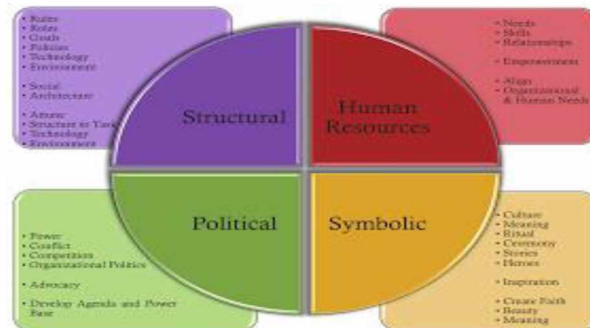
A notable benefit of this dual structure is that “this system can attract and retain exceptional young people who love the opportunity to take on broader (and more meaningful) assignments earlier in their careers” (Kotter & Rathgeber, 2016, p.152). Peak (2016) notes that

Gen Y employees will want to find immediate fulfillment and respect at the workplace, and not be willing to wait 20 years to pay their dues. They expect educational opportunities both in and outside the job...and recognition on the job” (p. 43). Adopting a more horizontal approach to sharing power and approaching problems may be instrumental in making teaching a more attractive profession for younger staff members and may be more life-giving for veteran staff members as they seek out what Gardiner refers to as “ever-renewing” opportunities to help them support both individual and organizational innovation and growth (Clayton, 2013, p. 20).

Bohlmán and Deal (2017) have done extensive research for years to explain the four dominant frames that characterize people’s roles or approaches to tasks and conflicts in organization. Just as successful organizations need both managers and leaders, organizations need to draw on the strengths and dispositions and tendencies of people who use different “frames” or “mental models...[or] paradigms...to make sense of a complicated and turbulent world” (p. 11). Below, are several graphics that visually illustrate some of their ideas:

Overview of the Four-Frame Model

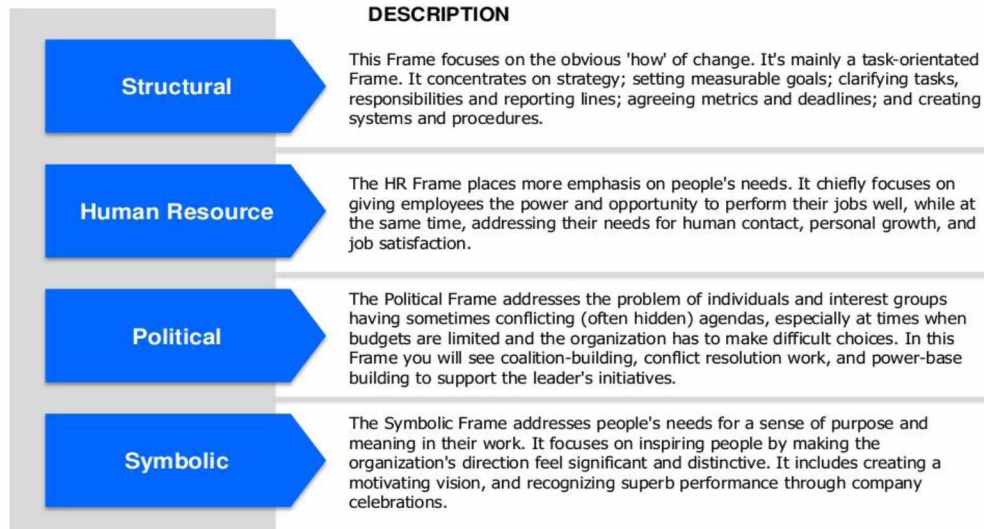
	Structural	Human Resource	Political	Symbolic
Metaphor for Organisation	Factory or Machine	Family	Jungle	Carnival, temple, theatre
Central Concepts	Rules, roles, goals, policies, technology, environment	Needs, skills, relationships	Power, conflict, competition, organisational policies	Culture, meaning, metaphor, ritual, ceremony, stories, heroes
Image of Leadership	Social architecture	Empowerment	Advocacy	Inspiration
Basic Leadership Challenge	Attune structure to task, technology, environment	Align organisational and human needs	Develop agenda and power base	Create faith, beauty, meaning
Organisational Ethic	Excellence	Caring	Justice	Faith
Leadership Contribution	Authorship	Love	Power	Significance



Four Frames Of Leadership Reframing Organizations (“The four frames...” 2018).

Bolman & Deal's Four Frames descriptions and differences

Bolman & Deal Four Frames Model



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15

Why Four Frames

- Each of the frames is both powerful and coherent
- Collectively, they make it possible to reframe, viewing the same thing from multiple perspectives
- Reframing is a powerful tool for gaining clarity, generating new options, and finding strategies that work
- Educational leaders need to have the ability to frame and reframe the issues they encounter
- Reframing involves another skill: the ability to break frames

Reframing Leadership

	Structural	Human Resources	Political	Symbolic
Effective Leader	Analyst, architect	Catalyst, servant	Advocate, negotiator	Prophet, poet
Effective Leadership Process	Analysis, design	Support, empowerment	Advocacy, coalition building	Inspiration, framing experience
Ineffective Leader	Petty tyrant	Weakling, pushover	Con artist, thug	Fanatic, fool
Ineffective Leadership Process	Management by detail and fiat	Abdication	Manipulation, fraud	Mirage, smoke & mirrors

Four Frame Model Reframing Organisations (“The four frames...” 2018).

I live in the “Human Resource” frame, but feel so fortunate to have friends and colleagues at West Valley who view opportunities and problems through the other frameworks (Bolman & Deal, pp. 17-18). Complex problems or tasks demand sophisticated mutually interconnected responses. These graphics illustrate the skills, perspectives, strengths, and

weaknesses of each framework. These characterizations of each framework have helped me think not only about myself as a manager and leader but also those with whom I am working, both students and colleagues, as I consider how we all might best work together to reach our objectives.

It is important for members of the school community to recognize that working in and for a school that emphasizes restorative practices changes “the way we do things around here” and it is understandable that in the flurry of activity and directives associated with working in a school and district that the core “beliefs and values [in such a school]...are assumed...[or] misunderstood” (Evans & Vaanderling, 2016, p. 8). It is incumbent on members of such a school to have “a sense of identity..., a clear perception of the realities of [its] context, the ability to adapt to a changing environment, the ability to cope with and solve problems, and the ability to self-regulate [by being] self-confident, self-reliant, and self-accepting” (Clayton, 2008, p. 29).

Bodine & Crawford (1999) provides an invaluable outline for a process for “designing, implementing, and operating a comprehensive conflict resolution education program:

Phase One: Develop Program Team and Commitment

Phase Two: Design and Plan Program

Phase Three: Implementing the Peer Mediation Approach

Or

Phase Three: Implementing Classroom-based Approach

Phase Four: Classroom-Based Approach or Peer Mediation Approach [established]

Phase Five: Create Climate of Peace” (Bodine & Crawford, (1999, p. 131-132).

1. Create a climate of happiness (happiness = people who are: just, moderate, courageous).

These authors then identify the specific tasks and objectives for each phase and who might be involved. They provide examples of survey questions, action plans, “rights and responsibilities” to support a peaceful climate, and curriculum resources. Theirs is an invaluable resource to guide long-term, durable change (Bodine & Crawford, 1999, p. 120-201).

In *The Restorative Practices Handbook*, published by the International Institute for Restorative Practices, Bob Costello, Joshua Wachtel, and Ted Wachtel (2009) note that participating in processes that use restorative practices, like creating a staff respect agreement, models the “essence of the restorative approach” and can develop a staff’s “commitment to take risks and practice what they’ve learned”. As we begin to implement restorative practices into interactions with each other, with administrators, with students, and with parents and community members, we can consider “what works, what doesn’t work, and what else can be tried”. Recruiting diverse groups to authentically discuss their experiences and work toward solutions will go far to effect change (Costello, Wachtel, & Wachtel 2009, p. 84). Allan Johnson cautions people to be aware that the forces of “socialization” are strong and that people tend to follow the “paths of least resistance” either because they are the only options we see or because they are the ones we are most familiar or most comfortable with (Johnson, 2006, pp. 80-81). In a hierarchical system, “there aren’t many opportunities to get comfortable with people across lines of difference” which means that people tend to work with and mentor those who share similar values or traits or backgrounds. Inadvertently, “they’re following a path of least resistance that shapes” how they approach change which results in “patterns of privilege and oppression [and injustice] in the system as whole [to be perpetuated], regardless of what people consciously feel or intend” (Johnson, 2006, p. 81). Intentionally providing ways for diverse groups to participate in identifying problems and creating solutions will be imperative.

Thesis Statement

“What makes us angry is what we’re born to solve.”

- Mary Fulp McMahon

Ron and Roxanne Claassen’s two texts are essential texts for schools intending to implement restorative practices within schools. *Discipline That Restores (2008)*, outlines in detail how to create respectful classes and how to work with offenders and victims to identify harm, create solutions, build agreements, and restore equity. The text also explains how to address persistent discipline issues that are not resolved with the classroom. The second text, *Making Things Right (2015)*, provides 32 lessons to teach students about conflict resolution strategies. Other texts that provide invaluable resources for a school intending to implement a restorative practices program are Bodine & Crawford’s book, *The Handbook of Conflict Resolution Education (1998)* and Thorsborne and Blood’s *Implementing Restorative Practices in Schools (2013)*. Researchers David Johnson and Roger Johnson provide a conflict resolution curriculum in a text titled *Teaching Students To Be Peacemakers*. Their thirteen year research of the effects of teaching conflict resolution techniques proves that students who receive direct instruction in how to resolve conflict not only resolve conflicts more effectively, but they are happier at school, and do better academically as measured on standardized tests. Another valuable resource is *Conflict Resolution in the High School: Skills for Classrooms, Skills for Life* by Carol Miller Lieber which provides Thirty Six lessons aimed at helping educators teach “principles of the peaceable classroom” (Lieber, 1998, 1). *Circle Forward (2015)* by Boyes-Watson and Pranis provides scripts for a comprehensive array of discussions that is useful for teachers, administrators, school social workers, and counselors. Walsh and Sattes’ book, *Questioning for Classroom Discussion (2015)*, describes a variety of valuable “protocols” to

teach students how to have productive academic conversations (p. v). Adams and Bell's text, *Teaching for Diversity and Social Justice* (2016) provides teachers with theory, frameworks, and models for discussing issues of social justice. The Fairbanks North Star Borough School District has taken steps to comply with the *Every Student Succeeds Act's* focus on providing lessons on social and emotional learning. Recently, Helen Clark, Federal Programs send out a memo that the district "supports using the frameworks from the Collaborative for Social and Emotional Learning" (Fairbanks Northstar Borough School District, 2019, March 29).

Restorative practices allow students and staff to view "conflict as a natural part of life and that learning constructive conflict-related skills" is an essential part of becoming "an educated person" (Claassen, 2008, p. iv). Through restorative practices, students develop knowledge and skills through what Garrard and Lipsey identify as "direct instruction, peer mediation, embedded curriculum" (Claassen, 2008, p. iv) and the discipline procedures outlined by the Claassens in their *Discipline That Restores* text. Restorative practices are "a response to the crisis in public school education brought about by the disproportionate impact of suspensions and expulsions on students of color, students with disabilities, LGBTQ youth, and other marginalized groups" (Cohen, 2016, p.1).

Discussing the plights of characters in literature circles and discussing complex conflicts in academic classes and clubs provides opportunities for students to practice critical thinking, develop empathy for themselves and others and practice creating solutions for complex issues. Implementing a discipline philosophy that focuses on respect, responsibility, repairing harm, and accountability leads to happier students, a safer school, and higher academic achievement (Bodine & Crawford, 1998; Johnson & Johnson, 2002). Restorative practices "encourage... members to share their real wisdom [and] the collective intelligence [in

ways that are] ... likely to surpass [the knowledge of] any individual” (Pearson, 2003, p. 12).

DTR conveys to students that conflicts can be resolved positively and that problems do not need to define a person. The restorative discipline philosophy and the social justice focus in curricular and extracurricular settings work together in learning communities to create a more just and equitable environment that equips all members to work toward achieving their potential.

An *Education, Public and Human Services* Career Pathway will prepare “students for college and career opportunities in law enforcement and criminal justice” and education. The pathway would include a combination of “honors [and] CTE curriculum” (Jacobson, 2011) and would provide a rigorous course of study that is scaffolded so as to provide more students who are interested in these fields with both the skills and dispositions they need to successfully matriculate into tertiary educational programs. Post-secondary education, whether it be the police academy, a two-year technical program, or four-year degree will prepare students for careers in law enforcement, justice, public service, and education.

A 2014 report from Arne Duncan, former Secretary of Education, included in a presentation from the Education Northwest, the consulting group evaluating FNSBSD’s discipline policies, emphasizes that when schools “employ an educational approach to the discipline process [it] helps students learn from their mistakes, improve their behavior, and achieve academically” (p. 11). In the past, I didn’t have a clear educational approach to discipline as a high school teacher. *Discipline That Restores* provides such an approach. However, “many adults in schools are familiar...and most comfortable with using means of solving conflict that are grounded in such methods as exercise...adult authority, reliance on school rules, discipline hearings, and other administrative procedures. Moving from these

methods to ones that encourage people to talk about their interests and needs to work collaboratively to come up with solutions requires a major paradigm shift” (Bodine & Crawford, 1999, p. 130).

We exist in “a world of messes: complexity, ambiguity, value dilemmas, political pressures, and multiple constituencies”. Traditional retributive and authoritarian ways of dealing with the conflicts these messes create can lead to “frustration and failure”. Restorative practices and authoritative ways of dealing with conflicts can lead to a “world of excitement and possibility”, of hope and peace (Bolman & Deal, 2017, p. 40) and happiness.

Proposed Plan for West Valley High School

“Expertise takes effort, time, practice, and feedback.”

-Lee Bolman & Terrence Deal

- ***Introduce & review principles in Discipline That Restores*** to staff at West Valley.
 - Collaborate with early adopters to apply principles of DTR in individual classrooms and in response to norm violations by students and staff.
 - Complete the *DTR Trainer Certification* course offered by Ron & Roxanne Claassen (See Appendix M).
- ***Create partnerships*** to support an Education, Public & Human Services Pathway
 - Such as:
 - FNSBSD’s CTE Coordinator, Joni Simpson
 - FNSBSD’s Executive Director of Federal Programs Coordinator, Helen Clark
 - UAF Justice, School of Education, Social Work/Counseling Departments
 - Career Technical College
 - Fairbanks Justice System
 - Fairbanks Police Department
- ***Continue to support*** activities and courses that already embed principles related to the Education, Public & Human Services Pathways
 - Such as:
 - Sources of Strength
 - Candidate Forum
 - We The People
 - Inquiry & Innovation
 - Global Diplomacy & Model United Nations
 - Psychology
 - Composition & Media
 - Mediation
 - Speech
 - Popular Novels (Contemporary Writers & Social Conflict)
- ***Offer courses which already exist in the FNSBSD’s course catalog*** which align (or could align) with the Education, Public & Human Services Pathway
 - Such as:
 - Child Development (Fairbanks North Star Borough School District, 2018, p. 31).
 - Personal Relationships (Fairbanks North Star Borough School District, 2018, p. 31).
 - Self-Reliant Living (Fairbanks North Star Borough School District, 2018, p. 31).
 - Careers & Employability (Fairbanks North Star Borough School District, 2018, p. 34).
 - Independent Research (Fairbanks North Star Borough School District, 2018, p. 34).

- High School Internship (Fairbanks North Star Borough School District, 2018, p. 34).
- Holocaust Studies (Fairbanks North Star Borough School District, 2018, p. 54).
- Media Literacy (Fairbanks North Star Borough School District, 2018, p. 54).
- Native American Literature (Fairbanks North Star Borough School District, 2018, p. 54).
- Philosophy & Language (Fairbanks North Star Borough School District, 2018, p. 55).
- Research & Inquiry (Fairbanks North Star Borough School District, 2018, p. 55).
- Applied Health Skills (Fairbanks North Star Borough School District, 2018, p. 59).
- i) Health Leadership Skills (Fairbanks North Star Borough School District, 2018, p. 59).
- ii) Freshman Seminar (Fairbanks North Star Borough School District, 2018, p. 69).
- iii) Leadership (Fairbanks North Star Borough School District, 2018, p. 69).
- iv) Study Skills & Communications Techniques (Fairbanks North Star Borough School District, 2018, p. 69).
- v) U.S. in a Global Economy (Fairbanks North Star Borough School District, 2018, p. 106).
- vi) Global Issues (Fairbanks North Star Borough School District, 2018, p. 108).
- vii) Comparative Religions (Fairbanks North Star Borough School District, 2018, p. 110).
- viii) Current Issues & Events (Fairbanks North Star Borough School District, 2018, p. 110).
- ix) Diversity in America (Fairbanks North Star Borough School District, 2018, p. 110).
- x) U.S. in a Global Context (Fairbanks North Star Borough School District, 2018, p. 111).
- xi) Women's History (Fairbanks North Star Borough School District, 2018, p. 111).
- **Create course options** to align with national CTE requirements for pathway education:
 - Such as:
 - Ethics & Conflict Resolution (See Appendix L).
 - Introduction to Occupations in Education, Public Services & Human Service
 - Performance Psychology Skills for Careers Related to Human Services (Wayne Sawchuk's proposed class)
- **Align offerings** to lead to desired career option outcomes.
- **Create a graphic organizer** to reflect these pathway options for students.

Current Assessment of West Valley's Offerings:

Grade 9: archetypes (English 9 focus on epic poems Odyssey, Greek Myths, Alaska myths &

legends)

1. The Orange County Department of Education also offers a comprehensive program to refer to:
<http://ocde.us/CharacterEd/Pages/default.aspx>.
2. <http://ocde.us/CharacterEd/Documents/My-Character-Odyssey-website.pdf>

Grade 10: applying conflict resolution techniques to problems “out there” (English 10 & World History focus on World Literature): Role of Individual/Role of Government

Grade 11: applying conflict resolution techniques to conflicts in the United States (Economic & Social): Role of Individual/Triumph of the Individual (CPC, American Writers, US History, APUSH)

Grade 12: applying conflict resolution techniques to current US government & economic problems (Government, Economics, We the People)

Related Courses/Clubs:

Psychology	MUN	Justice (UAF): Two
Speech	Youth Court (?)	courses
Contemporary Texts &	Mediation	Philosophy
Social Issues	Sources of Strength	Project Adventure
Forensics	Composition & Media	Dave Foshee’s Student
ROTC	Educators Rising	Advisory Group

Additional Long-Term Programmatic Ideas:

- 1) West Valley could become a lab school:
 - i) Education Students from UAF-all disciplines
 - ii) Justice Students
 - iii) Social Work Students
 - iv) Reinstitute *Options Program*/Parenting/Preschool
 - v) Satellite for *Big Brothers/Big Sisters*
 - (1) Our kids could be bigs for nearby elementary students
 - (2) Adults could be bigs for our students

Implementation Schedule

“We must Maslow before we Bloom”

-Joe Young

Activities	Responsibility Of & Help From:	Target Date	Accomplished
Review district & school discipline policy handbooks.	Sprankle Foshee	March 30, 2018	Yes
Review district & school data pertaining to offences, punishments, ISI, & OSS.	Sprankle Gillam Ott	May 20, 2018	Yes
Collect & track data pertaining to discipline incidents at WVHS, LHS, NPHS (Begin with SY 2014)	Sprankle Gillam Ott	Fall 2019 & Ongoing	
Collect & track data pertaining to graduation rates for WVHS, LHS, NPHS (Begin with SY 2014)	Sprankle Gillam Ott	Fall 2019 & Ongoing	
Collect & track data from Climate Surveys for WVHS, LHS, NPHS (Begin with SY 2014)	Sprankle Gillam Ott	Fall 2019 & Ongoing	
Review & track data from my <i>Charlotte Danielson Evaluation</i> (Begin with SY 2014).	Sprankle	Fall 2019 & Ongoing	

Obtain certification to teach <i>Discipline That Restores</i>.	Sprankle Ron & Roxanne Claassen Duke	Fall 2019	In Progress
Introduce, review, and support <i>DTR</i> principles	Sprankle Gillam Foshee	Fall of 2018 & Ongoing	In Progress
Create a <i>Respect Agreement</i> for West Valley High School staff	Gillam Sprankle Duke WVHS staff	Fall 2018 & Ongoing	In Progress
Review and begin to implement the steps describe in Thornesborne and Blood's (2013) chapters on implementing change (p. 137-175). "Make a Case for Change" (p. 141-148). "Put an implementation team together (p. 148 - 152). "Create a vision for the future" (p. 152 - 162). "Communicate the vision to capture hearts and minds" (p. 164 - 166). "Remove obstacles and empower action" (p. 166 - 169). "Generate short-term wins" (p.169).	Gillam Foshee Sprankle PLC Team	Fall 2018 & Ongoing	In Progress

<p>“Keep the pressure on” (p. 171 - 173). “Maintain the gains” (p. 173- 175).</p>			
<p>Revise current discipline policy. Craft a single-page “Rights & Responsibilities” format that addresses the behavioral expectations for all segments of the school population: adults & students (See Appendix O for a useful model).</p>	<p>Sprankle Gillam Foshee <i>Discipline PLC</i></p>	<p>Fall 2019</p>	
<p>Present revised “Rights & Responsibilities” policy to staff. Discuss, revise, & gain consensus for approval.</p>	<p>Gillam Foshee Sprankle WVHS staff</p>	<p>Fall 2019</p>	
<p>Align the goals of “Rights & Responsibilities” policy with behavior traits in the WVHS staff Respect Agreement.</p>	<p>Gillam Foshee Sprankle WVHS staff</p>	<p>Fall 2019</p>	

<p>Introduce students & families to the revised “Rights & Responsibilities” policy.</p>	<p>Gillam Foshee Sprankle <i>Restorative Practices</i> PLC PTA</p>	<p>Spring 2020</p>	
<p>Consolidate existing information for CTE Pathways in the fields of Education, Public Service, and Human Services.</p> <p>Create a graphic organizer to reflect: “Programs of Study to help guide the development of individual Personal Learning Plans”, a “District Cluster Overview”, and “Certifications Options”.</p>	<p>Sprankle Joni Simpson Gillam</p>	<p>Fall 2019</p>	<p>In Progress</p>
<p>Evaluate course offerings and staffing at West Valley to begin to implement an Education, Public & Human Services Pathway.</p>	<p>Gillam Sprankle</p>	<p>Fall 2019</p>	

Review findings from the FNSBSD's "Comprehensive Discipline Review".	Sprankle	Fall 2018 & Ongoing	In Progress
Coordinate with FNSBSD's coordinator of Federal Projects to discuss inclusion of Social Emotional Learning Competencies.	Gillam Sprankle Helen Clark	Fall 2019	
Enhance or establish working partnerships with community organizations such as: UAF: Justice, Education, Social Work/Counseling FNSBSD: CTE department, Federal Programs Fairbanks Justice System Fairbanks Police Department Career Technical College Carol Brice Center	Gillam Sprankle Chelsea Taylor	Fall 2018 & Ongoing	In Progress

Resource Plan

“Expand the Pie”
-William Ury

Training Programs	Instructional Resources	Mediation Specialists: Grad Students	Time	Personnel
<i>Discipline that Restores</i> : Train the Trainer Course \$900/person	<i>Discipline That Restores</i> \$18.99 Questioning for Classroom Discussion \$28.95	2 Graduate Students @ 30 Hours/Week @ 20/hr = \$43,200	Professional Leave Administrative Leave Professional Learning Communities In-service Training Workshops	Model United Nations Advisor (s) Sources of Strength Advisor(s) Social Worker Restorative Practices Building Coordinator

West Valley is fortunate to be in a position to begin to implement restorative practices without the need for funding at this time. Sarah Gillam and I are both paying for our own training from the Claassens. This training will give us the equipment to teach their books and to have access to their training materials. Eventually, the building will need to find a way to compensate graduate students who run mediation circles and a restorative practices building coordinator. These will be areas I will coordinate on with Joni Simpson, CTE coordinator and Helen Clark, Federal Programs director.

Evaluation Strategies

“Since we cannot change reality, let us change the eyes which see reality.”

– Nikos Kazantzakis

Review & Compare **Discipline Data** for the entire school.

- Begin with data from 2014 (the year Sarah Gillam became principal of West Valley High School).
- Continue through 2026 (which will correspond with the school’s deliberate intention to embed restorative practices into a pathway).

Review & Compare **Discipline Data** for West Valley High School with Lathrop High School and North Pole High Schools.

- Assess to what extent Lathrop and North Pole are implementing restorative practices.

Review & Compare **Climate Survey Results** for West Valley High School.

- Begin with data from 2014 (the year Sarah Gillam became principal of West Valley High School).
- Continue through 2026 (which will correspond with the school’s deliberate intention to embed restorative practices into a pathway).

Review & Compare **Climate Survey Results** for West Valley High School, Lathrop High School, and North Pole High School.

- Begin with data from 2014 (the year Sarah Gillam became principal of West Valley High School).
- Continue through 2026 (which will correspond with the school’s deliberate intention to embed restorative practices into a pathway).

Review & Compare **Graduation Rates** for the entire school.

- Begin with data from 2014 (the year Sarah Gillam became principal of West Valley High School).
- Continue through 2026 (which will correspond with the school’s deliberate intention to embed restorative practices into a pathway).

Review & Compare **Graduation Rates for students affiliated with the Education, Public & Human Services Pathway**

Review & Compare **Employment & Matriculation Rates from institutions of higher learning for students in an Education, Public & Human Services Pathway**

Review & Compare my *Charlotte Danielson Teacher Evaluation Feedback* from West Valley High School Administrator (See Appendix N for Charlotte Danielson’s Framework for Teaching).

- Begin with feedback from 2014 (two years before I began to implement restorative practices).
- Continue through 2026 (which will provide ten years of data using and refining the implementation of restorative practices).

Review & Compare my **Qualitative Evidence** from Students, Staff, Families

Conclusion

“I don’t know what lies around the bend, but I’m going to believe that the best does.”

- Lucy Maud Montgomery

By immersing myself in this program and writing this thesis, I have realized that my past experiences and interests have prepared me to recognize solutions both to weaknesses in my own classroom structures and to inconsistencies in our building that were contributing to our inability to fully address both the needs and potentials of all of our students. Two years ago when I took Dr. Duke’s one week summer session, introducing the *Discipline That Restores* concept, I knew that the restorative approach to responding to conflicts provided solutions to many of the problems I and my school had been struggling with. I also recognized that my experiences in leadership roles, my tenure in the building, and my commitment to academics and community put me in a pivotal position to be able to begin to affect important changes in my school and possibly even in the school system.

Teachers are notorious for being skeptical of “silver bullet” solutions. Many of us have experienced being told to implement programs that someone else thought would solve the problems endemic in our schools. Many times, these programs failed to achieve the desired results and were soon replaced with a new approach. My work for this degree provided me with the opportunity to examine how much vertical hierarchies differ from a horizontal hierarchies. Because of my studies, I am now able to articulate why I prefer horizontal hierarchies. Horizontal hierarchies allow people to share responsibility and encourage all members to contribute to the success of the organization in authentic ways. Horizontal hierarchies encourage leaders to inspire and support all members of the organization as they strive to find solutions to the complex problems we face in education. Horizontal hierarchies are less

interested in managing or controlling the behavior of others and more interested in nurturing and drawing out the skills and competencies that all individuals possess.

Since being introduced to the ideas associated with restorative practices, I've consciously worked to put into practice a horizontal approach to collaborating with people in my building and community. I worked with my administrators to vet ideas and to ask for input and for help in handling conflicts in more restorative ways. I've shared my experiences with other teachers and staff in various settings and for various reasons. These conversations stemmed both from my authentic needs and those of others and from my enthusiasm for the positive benefits I've experienced in my classroom when I shifted my approach to discipline and moved toward a more horizontal hierarchy in my class. I've hosted Professional Learning Community sessions on how to implement restorative practices and have volunteered to run a mediation circle for a fellow staff member. Collaborating with Dr. Duke, we offered a *Practicum in Restorative Practices* for FNSBSD for twelve staff. (See Appendix J for course details). The school district and the Justice department at UAF co-sponsored Ron and Roxanne Claassen to be guest speakers and mentors for our organizations in the Fall of 2018. Dr. Duke and I were also asked to introduce restorative practices and basic mediation techniques to the staff at Arctic Light Elementary School. (See Appendix K for a comparison between DTR & CHAMPS). I've also had several conversations with employees affiliated with new teacher training and retention in my building, at Central Office and from UAF's School of Education to gauge their interest in implementing an *Education, Public & Human Services Pathway*.

These efforts to discuss restorative practices seem to be opening up space for people to be receptive to changes in the way we handle difficult decisions or conflicts and how we might develop a program that would create course offerings pertaining to ethical decision-making both

as stand alone options and as courses that could build upon one another to prepare students for job shadow opportunities, internships, and preparation for the work force or college. I am hoping that this more gradual and horizontal approach to a paradigm shift will make implementing restorative practices a solution that will have durability.

Researching the literature on restorative practices has affirmed my belief that when schools acknowledge that conflicts are not only a natural part of any community but also that teachers and administrators have an opportunity to address those conflicts as educators empowered and capable of teaching students than members of the school can proactively and thoughtfully develop a philosophy and protocols to respond to conflict that are instructive and scaffolded to meet students where they are and help them build skills and dispositions to better equip them to be socially and civilally successful.

Evaluating our current constraints emphasized that because staff have so many different objectives to accomplish we often are conflicted about how to devote our time and energies. The nature of the job causes tension; we are responsible for teaching our content, for grading effectively and efficiently, for creating a safer and productive classroom environment, for addressing disruptive behavior, for responding to parents' concerns, for meeting the miscellany of administrative tasks. We also feel restricted by the current system. We feel limited in how we can respond to conflicts. Our staff also have an inconsistent understanding of the purposes of discipline or the best ways to discipline students to achieve desired outcomes. Because of these factors, we have created or escalated conflicts in the past and we continue to mishandle conflicts that could be addressed better.

I came to recognize that because I have established good working relationships with many of my fellow staff members and because I have positive support from administrators, I've

been able to work with others in my building and in the District to evaluate the objectives and goals in this proposal. They have given me advice and asked for adjustments or additions or changes. Their input and feedback have impacted how I've structured the program and made me more confident that many staff and administrators at West Valley not only support the concept but also feel invested in the proposal because they have had input in its design.

Further Reading & To Do List

Review/Read	Objective
San Francisco's Restorative Practices Web Page https://www.healthiersf.org/RestorativePractices/IntheNews/index.php	Glean concrete suggestions for implementing restorative practices schoolwide.
Thornesborne & Blood's: <i>Implementing Restorative Schools</i>	Review their practical and sequential suggestions to help consciously plan implementation.
Bodine & Crawford's: <i>Conflict Resolution Education</i>	Review their practical and sequential suggestions to help consciously plan implementation.
FNSBSD's School Board Notes Regarding Implementing Restorative Justice	Identify concerns.
Education Elements' Materials on Restorative Practices	Identify their recommendations. Identify their resources for restorative practices. Cultivate a collaborative relationship with them.
Adams': <i>Social for Diversity and Social Justice</i>	Craft Lessons to embed in existing coursework.
Hopkins': <i>Just Schools: A Whole School Approach to Restorative Justice</i> Hopkins': <i>Just Care: Restorative Justice Approaches to Working with Children in Public Care</i>	Glean concrete suggestions for implementing restorative practices schoolwide.
Katz's: <i>Cyberbullying & E-</i>	Glean concrete suggestions for implementing restorative

<i>Safety Giant's: E-Safety for the i- generation</i>	practices schoolwide.
<i>Plummer's: Self-Esteem Games for Children</i>	Glean concrete suggestions for implementing restorative practices schoolwide.
<i>Heery: Equipping Young People to Choose Non- Violence</i>	Glean concrete suggestions for implementing restorative practices schoolwide.

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Appendix A: DTR Principles

Discipline that Restores - Restorative Justice Discipline

Principles

1. Misbehavior is viewed primarily as an offense against human relationships and secondarily as a violation of a school rule (since school rules are written to protect safety and fairness in human relationships).
2. Discipline That Restores (DTR) - Restorative Justice Discipline (RJD) recognizes that misbehavior (violation of persons and relationships) is wrong and should not occur, and also recognizes that after it does there are dangers and opportunities. The danger is that student(s), teacher(s) parent(s) and/or school authorities emerge from the response further alienated, more damaged, disrespected, disempowered, feeling less safe and less cooperative. The opportunity is that violation/injustice is recognized, the equity is restored (restitution and grace), and the future is clarified so that participants are safer, more respectful, and more empowered and cooperative with each other and society.
3. The primary victim of the misbehavior is the one most impacted by the offense (student, teacher, other adult, school authority, etc). The secondary victims are others impacted by the misbehavior and might include additional students, teachers, parents, administration, community, etc.
4. Discipline that Restores (DTR) – Restorative Justice Discipline (RJD) is a process to “make things as right as possible.”
5. DTR/RJD recognizes both the danger and opportunity created by misbehavior and the conflicts that underlie misbehavior. As soon as immediate safety concerns are satisfied, DTR views the misbehavior and conflict as a teachable moment and an opportunity to build trust.
6. DTR/RJD prefers resolving the conflict or handling the misbehavior at the earliest point possible and with the maximum amount of cooperation possible (as little coercive force as possible).
7. DTR/RJD prefers that most conflicts and misbehavior are handled using a cooperative structure directly between the ones in conflict.
8. DTR/RJD recognizes that not all persons misbehaving will choose to be cooperative. Therefore there is a need for school authority (teacher, administrator) to make decisions for the misbehaving person who is not willing to be cooperative. The consequences imposed should be tested by whether they are reasonable, related, restorative, and respectful.
9. DTR/RJD prefers that persons who misbehave and are not yet cooperative be continually invited (not coerced) and encouraged to become responsible and cooperative; and they should be given that opportunity at the earliest possible time they so choose.
10. DTR/RJD requires follow up and accountability structures since keeping agreements is the key to building a trusting community.
11. DTR/RJD is not just for kids. It’s effectiveness with students increases when modeled by adults at school, both in their relationships with students and with each other.

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Appendix B: Respect Agreements: Lesson Plans & Samples

Sample Lesson Plan: High School

Creating our Fall Respect Agreement	
Behaviors that demonstrate respect for the classroom.	Behaviors that demonstrate respect between students.
Behaviors that demonstrate student respect toward the teacher.	Behaviors that demonstrate teacher's respect toward students.

Week 2: Monday August 21:

1. **Respect Agreements:** Individually write about the following two prompts:

- What makes a positive and productive learning environment for you? This is a chance for students to praise things that have worked.
 - i. Classroom routines...organization, eating/drinking policies/cell phone use/materials,
 - homework/late-work policies
 - ii. Personal behaviors/attitudes
 - iii. Classmates behaviors/attitudes
 - iv. Instructor's behaviors/attitudes
 - What makes a negative or unproductive learning environment for you? This is chance for students to grouse about things that haven't worked.
 - v. Classroom routines...organization, eating/drinking policies/cell phone use/materials,
 - homework/late-work policies
 - vi. Personal behaviors/attitudes
 - vii. Classmates behaviors/attitudes
 - viii. Instructor's behaviors/attitudes
- 2.. If you could create an ideal learning environment that met the educational needs of you and your classmates, what structures would need to be in place? This is a chance for you to problem solve. Consider these typical sources of conflict:

Cell phone use/policy

Using headphones/listening to music
 Tardiness
 Absenteeism
 Substitute Teachers
 Late Assignments
 Behaviors that detract from learning
 Submitting hard copies of work on-time
 Distributing copies of tests/homework without permission
 Cheating during quizzes/tests
 Including new students into class
 Planned & unplanned disruptions to the schedule
 Bathroom Passes
 Grades
 Asking for help
 Participating in fishbowl discussions
 Working in groups
 Working by yourself
 Falling asleep in class
 Being ready for class to start
 Leaving room orderly at the end of class
 Noise/talking when teacher is giving instructions

3. Pair-share: highlight items on three lists that you think would contribute to a positive learning environment.

a. Students individually box the idea in each category that he/she believes is the most essential.

4. Place students in groups of four: Protocol Save the Last Word

a. Create the table:

b. Discuss highlighted ideas... discuss... agree to 1-2 ideas

c. Craft the principles: Language should be:

i. Positive

ii. Begin with a verb

iii. Useful/applicable in a variety of classroom situations (large group, small group, independent

work, homework, library, field trips)

iv. Facilitator: Ensure Everyone speaks; Timekeeper... keep folks on track; Notekeeper create master respect agreement; highlight final; staple all 9 documents together most recent on top.

Friday

A. Respect Agreement

1. Distribute combined ideas for respect agreement (I collected their individual groups' ideas from all five classes and smashed them all together).

2. individually write on the back how the behaviors will:

- address the problems they had in classes in the past
- be challenging for them

- be helpful to them
- be challenging for me
- be helpful to me

3. count off and put them in random groups and ask them: What makes this a good document?
Can we agree to it and sign it? If "No": List concerns on a piece of paper & give them to me
If no, I will continue discussion on Monday.

Monday 8/28

1. Respect Agreement: Highlight Change

a. discuss; b. sign:

I, _____, agree to follow these principles of behavior.

Signature

Date

Respect Agreement for Room 130: Fall 2018

Behaviors that Demonstrate Respect for the Classroom	Behaviors that Demonstrate Respect Between Students
<ol style="list-style-type: none"> 1. Be responsible with books, supplies, and materials and treat them with care. 2. Keep class organized, reduce waste, and neatly return borrowed supplies by cleaning up after yourself and leaving the room better than you found it. 3. Be clean. 	<ul style="list-style-type: none"> ● Stay encouraging and considerate and be positive and supportive. ● Pay attention while others are speaking; acknowledge, value, and honor other's beliefs and ideas and opinions. ● Kindly offer help to each other with a positive & caring attitude. ● Honor others' belongings, space, and supplies. ● Put effort into group projects, pull your weight; do your share. ● Complete any work assigned & communicate issues with group members. ● Golden rule: treat others like you would like to be treated.

Behaviors that Demonstrate Respect for Sprinkle	Behaviors that Demonstrate Sprinkle's Respect for Students
<p>Be nice to and reasonable with Sprinkle and understand she is not perfect; assume she has a positive intent.</p> <p>Watch attitude; choose to be productive, & act with integrity; choose to be receptive to ideas, suggestions, & feedback.</p> <p>Communicate our needs & issues in a timely manner; ask her questions when we don't understand or need help.</p> <p>Participate in class activities & discussions & pay attention to lessons; give Sprinkle our full attention and actively listen.</p> <p>Be prepared for class and do our best by staying on task, taking the course seriously, & purposefully and thoughtfully completing our work; put in effort to understand the material. Pay attention to details.</p> <p>Be quiet & compliant when necessary & speak at appropriate times with appropriate language.</p> <p>Follow agreed upon rules.</p>	<p>Accept when a student is unable to answer a question, consider the skill sets of all students, but give everyone an equal chance to succeed; treat students equitably by accommodating to their different needs. Choose not to be biased.</p> <p>Be flexible, patient, attentive, and considerate.</p> <p>Be empathetic with students, help them with their concerns, barriers, obstacles, & personal life.</p> <p>Explain assignments and provide clear instructions; use understandable vocabulary & provide synonyms, and be available for questions.</p> <p>Give enough time to finish assignments and assign a fair workload and classwork time, balance homework, & keep expectations to an hour, and take into consideration the workload in other classes.</p> <p>Watch attitude; choose to be productive, & act with integrity; choose to be receptive to students' ideas, suggestions, & feedback, and assume students are acting or questioning with a positive intent.</p> <p>Allow students to cooperate and collaborate with each other.</p>

Suggestions & Observations for Revising Room 130's Fall Respect Agreement (SY 2018-2019)

Add a point talking about how students & teachers need to communicate if something is bothering them so the student and teachers can act accordingly.

Add a point talking about how to create a comfortable learning environment.

- **Claim # 74:** "Ground rules for...discussion - no interruptions, no name-calling, keep to the point" (143). "Only one person can get angry at a time. One can speak only after one has repeated what the other side has said to that person's satisfaction" (Ury. *Why We Fight...* 148).

- **Claim # 75:** “Forgiveness is hard work. It demands diligent self-discipline, constant corralling of our basest instincts, custody of the tongue, and a steadfast refusal not to get caught up in the mean-spiritedness of our times. It doesn’t mean we forget, we condone, or we absolve responsibility. It does mean we let go of the hate, that we separate the loss and the cost from the recompense or punishment we deem is due” (Ury. *Why We Fight...* 166-167).
- Think before you speak. Consider if/how what you are saying might be offensive. Don’t jump to conclusions
- Apologize if you cause harm or are wrong or violate the norms in the respect agreement.
- Participate open-mindedly & without bias & give people grace (don’t take their bad mood personally). Be sincere.
- Students should try to assume that when another student disagrees with them it is not to gain attention or privilege but to expand the conversation.
- Accommodate to different needs (slow down, pay attention to work load, etc.).
- Aim to reduce or eliminate sarcasm and dismissive statements (either verbal or non-verbal).
- Be empathetic
 - **Claim # 13:** “If you want to understand other human beings, there is no better way than to listen to them with empathy like a close friend would. If you wish to understand yourself, the same rule applies: listen with empathy. Instead of talking negatively to yourself, try to listen to yourself with respect and positive attention...” (Ury. *Getting to Yes for Yourself*. 28).
 - **Claim # 14:** “Empathy is often confused with sympathy, but it is different. Sympathy means ‘to feel *with*.’ It means to feel sorry for a person’s predicament, but without necessarily understanding it. Empathy, in contrast, means ‘to feel *into*.’ It means to *understand* what it is like to be in that situation” (Ury. *Getting to Yes for Yourself*. 28).

Claim # 10:

- **“Put Yourself in Your Own Shoes**
 - ...listen empathetically for underlying needs, just as you would with a valued partner or client.
- **Develop Your Inner BATNA** (Best Alternative to a Negotiated Agreement)
 - ...Make a commitment to yourself to take care of your needs independently

of what the other does or does not do.

- **Reframe Your Picture**
 - A natural fear of scarcity exists in almost everyone...create your own independent and sufficient source of contentment. It is to see life as being on your side even when it seems unfriendly.
- **Stay in the Zone**
 - It is so easy in the midst of conflict to get lost in resentment...the challenge is to stay in the present moment, the only place where you have the power to experience true satisfaction as well as to change the situation for the better.
- **Respect Them Even If**
 - It is tempting to meet rejection with rejection, personal attack with personal attack, exclusion with exclusion. The challenge is to surprise others with respect and inclusion *even if* they are difficult.
- **Give and Receive**
 - ...change the game to a win-win approach by giving first instead of taking (Ury. *Getting to Yes With Yourself* 6-8).
- Be willing to be a third-sider.
 - **Claim # 39: “Prevent: Provider, Teacher, Bridge-Builder”** (Ury. *Getting to Yes With Yourself* 114).
 - **Claim # 72: “Resolve: Mediator, Arbiter, Equalizer, Healer”** (Ury. *Getting to Yes With Yourself* 140).
 - **Claim # 76: “Contain: Witness, Referee, Peacekeeper”** (Ury. *Getting to Yes With Yourself* 169).
- How can we communicate respectfully when someone is being disrespectful?
 - Possible Stems:
 - Could you clarify what you meant?
 - Remember we agreed to _____ in our respect agreement.
 - Pass
 - My idea was said by _____.
 - Could you provide an example from our class texts?
 - Could you provide context for your claim?
 - I messages:
- **How you feel:** “I feel angry...”
- **What you have that feeling about:** “about the way you spoke to me...”
- **Why you feel this way:** “because it embarrassed me in front of my friends.”
- **What you would like to see instead:** “I would prefer that we discuss these things in private.”
- c. I messages:
 - **I feel** (insert feeling word)
 - **When** (tell what caused the feeling)
 - **I would like** (tell what you want to happen instead)

Respect Agreement for Room 130: Spring 2019

<p><u>1. Behaviors that Demonstrate Respect for the Classroom & Community Resources</u></p> <ol style="list-style-type: none"> 1. Be responsible with books, supplies, and materials and treat them with care. 2. Keep class organized, reduce waste, and return borrowed supplies by cleaning up after yourself. Leave the room better than you found it. 3. Be clean. 	<p><u>B. Behaviors that Demonstrate Respect Between Students</u></p> <ul style="list-style-type: none"> ● Stay encouraging and considerate and be positive, supportive, & open-minded. ● Pay attention while others are speaking; acknowledge, value, and honor other's beliefs and ideas and opinions. Practice being empathetic and non-judgemental. ● Kindly offer help to each other with a positive & caring attitude. Try to be a Third Side either when there is a conflict or during academic activities such as Fishbowl discussions. Use I-Statements to address violations of norms because a person may not realize they are harming others; addressing concerns gives everyone a chance to grow. ● Work to fully resolve conflicts so everyone agrees with the solution and feels as if the harm as been dealt with. ● Honor others' belongings, space, and supplies. ● Put effort into group projects, pull your weight; do your share. ● Complete any work assigned & communicate issues with group members. ● Communicate our needs & issues & misunderstandings & personal issues in a timely manner; ask questions when we don't understand; ask for help. ● Golden rule: treat others like you would like to be treated.
<p><u>C. Behaviors that Demonstrate Respect for Sprinkle</u></p> <ul style="list-style-type: none"> ● Be nice to and reasonable with Sprinkle and understand she is not perfect; assume she has a positive intent. Practice being empathetic and 	<p><u>D. Behaviors that Demonstrate Sprinkle's Respect for Students</u></p> <ul style="list-style-type: none"> ● Accept when a student is unable to answer a question, consider the skill sets of all students, but give everyone chances to succeed; treat students equitably by accommodating to their different

non-judgemental.

- Communicate our needs & misunderstandings & personal issues in a timely manner; Communicate when there is a conflict & make time to talk in private about our concerns. Address violations of norms because Sprinkle may not have realized she is harming others; addressing concerns gives her a chance to grow. Use I-Statements. Be a Third Sider. Try to fully resolve conflicts so everyone agrees with the solution and feels as if the harm as been dealt with.
- Be prepared for class and taking the course seriously; purposefully and thoughtfully complete our work; put in effort to understand the material.
- Participate in class activities & discussions & pay attention to lessons; do our best by staying on task, give Sprinkle our full attention and actively listen. Follow instructions. Be quiet & compliant when necessary & speak at appropriate times with appropriate language.
- Ask her questions when we don't understand; ask for help if we need it.
- Watch attitude; choose to be productive & act with integrity; choose to be receptive to ideas, suggestions, & feedback. Be positive.
- Follow agreed upon rules & use our power responsibly.

needs. Choose not to be biased.

- Be flexible, patient, attentive, and considerate. Practice being empathetic and non-judgemental toward students; help them with their concerns, barriers, obstacles, & personal life.
- Watch attitude; choose to be productive, & act with integrity; choose to be receptive to students' ideas, suggestions, & feedback, and assume students are acting or questioning with a positive intent.
- Explain assignments and provide clear instructions; use understandable vocabulary & provide synonyms, and be available for questions.
- Give enough time to finish assignments and assign a fair workload and classwork time, balance homework, & keep expectations to an hour, and take into consideration the workload in other classes.
- Allow students to cooperate and collaborate with each other.
- Communicate when there is a conflict
Communicate her needs & issues & misunderstandings & relevant personal issues in a timely manner; ask students questions when she doesn't understand something or needs help. Make time to talk privately with individual students about her concerns. Use I-Statements. Act as a third-sider & encourage students to be third-siders. Try to fully resolve conflicts so everyone agrees with the solution and feels as if the harm as been dealt with.
- Address violations of norms because students may not realize they are harming others; addressing concerns gives everyone a chance to grow.
- Use her authority to help students express themselves in a fair and equitable way so they can learn how to change the frame.

Presentation Guidelines - *Innovation and Inquiry Class*- Spring 2019

<p>Behaviors that demonstrate respect for the presenter</p> <p>Audience gives feedback in some form which is actionable and constructive at appropriate time</p> <p>Respectful Posture</p> <p>Punctual</p> <p>Focus attention towards speaker</p> <ul style="list-style-type: none"> ○ Active listening/engagement ○ Asking questions, taking notes, constructive comments ○ Eye contact <p>Further work on separate projects and or assignments will need to be discussed between the teacher and student before class: It is the teachers obligation to decide if the extra time was abused which could lead consequences of future usage of the power.</p>	<p>Presenters respect for the viewers</p> <p>Engage audience by using questions</p> <p>Presentation made to be relevant to topic</p> <p>Presenter has an organization to presentation</p> <p>Critical response shouldn't be a personal attack</p> <p>Try to make audience indispensable to presentation</p> <p>Be balanced & open- minded</p> <p>Non-intimidating posture, thoughtful of students feelings/privacy</p> <p>Follow time expectations</p> <p>Give the audience a chance to voice their opinion without judgment</p>
<p>Mutual respect between teachers and students</p> <p>Encourage creativity within a presentation.</p> <p>Establish time expectations - provide a minimum and a maximum</p> <p>Teacher provides time/content expectations of low, mid, high level presentations</p> <p>Teacher provides a clock/timer for presenter to be able to see and track their own time</p> <p>allows students to orient room best for their presentation</p> <p>Audience/Teacher comments if presenter gives consent for the public feedback: otherwise written feedback will be given.</p> <p>Please don't call out presenters/ interrupt presentations* (teacher discretion for struggling students and/or egregious claims)</p> <p>Constructive written feedback to student from teacher (sandwiched)</p> <p>Short breaks before a presentation (if needed)</p> <p>Teacher allows presentation to finish before</p>	<p>Behaviors that demonstrate respect for the presentation's ideas</p> <p>Audience asks questions, comments during appropriate time</p> <p>Critical responses without personal attack</p> <p>Try to respond with personal examples as anecdotes to explain their context</p> <p>Practice curiosity</p> <p>Be mindful of others' opinions</p>

discussing contents
Teacher helps facilitate (if asked by student)

***EXCEPTIONS:**

**** Parking Lot**

Wolfpack Staff Respect Agreement	
Respect for Leadership	Respect from Leadership
Clear Communication -> Keep in the Loop	Discipline: -Keep teachers "in the loop" -Allow for teacher input -Don't send kids back to class -Kid ownership/apology
Follow requests/direction/expectations consistently (w/school policies, rules, etc.)	Respect for <u>TIME</u> and full-plates / workload
Meetings: Punctuality, Attention, Quiet, etiquette, No Devices -> Be Present	Trust in ability to do job as a professional / Freedom to pursue art of teaching without micromanaging
Trust / Honesty	Consistency and follow-through (re: Discipline / Policies / Expectations)
Problem Solve Together / Bring Solutions -> Be a part of the team / community	Have our backs / <u>support</u>
Be open-minded and have a good attitude	Communication = clear and timely
Respect all staff at any level	Honest feedback / support
"Ask 3 before me" -> Search for answers from other staff first / Read Emails	Assume Positive Intentions
Assume Positive Intentions -> Be Positive & Participate	
Respect for Students	Respect for Staff
Have High Expectations and encourage Hard Work	Assume Positive Intentions
Know Students: - Respect outside events / challenges -Acknowledge stressors	Be Professional / Honest (e.g. communication, be on time, etc.)
Instruction: Relevant, Rigorous, Meaningful *Engaging Teaching*	Follow rules consistently
Be Positive (unconditionally): Smile, know names, compliment	Help new staff
Instruction: Be prepared / organized / on-time	Golden Rule - Treat others how you'd like to be treated
Be Consistent and fair / firm -> Compassionate & Human	Empathize, don't complain, Be Helpful
Respect Students' time and workload	Clean-up after yourself -> Respect shared technology / spaces "Leave it better than you found it"
Student <u>Voice</u> : Listen to opinions and Ask for opinions	Be a role model for students
Assume Positive Intentions	Don't let students wander

Appendix C: Fairbanks North Star Borough Discipline, State Safety Goals & Relevance to West Valley High School's Administrators

Over the last year, *Education Northwest* has conducted surveys and compiled information to help the Fairbanks North Star Borough School District evaluate its discipline policies. The following information is culled from a couple of documents they have shared on the District's website charting the progress of the *Discipline Review Process*.

- **Question # 3** asked, “How is discipline handled in the district? How does your organization support this? What types of situations lead to discipline issues? What works in regard to discipline? What needs improvement?”
 - “Discipline issues are counted cumulatively against a student and that this record is used to determine disciplinary measures”
 - “Many stakeholders cited examples of unfairness...and inconsistency in the system”
 - “These issues were a source of frustration for many” (Education Northwest, 2017, p. 6-7).
 - “Several ...different groups pointed to a lack of flexibility in the district policy guidelines which they said leads to unfair punishments, including lengthy (5-to-30 day) suspensions” (Education Northwest, 2017, p. 7).
 - “All...groups said that disciplinary actions are typically initiated by teachers, who then refer a student to school administrators”.

- “Inconsistency from teacher to teacher about what constitutes a discipline issue in need of referral”.
- “Broad majority ... expressed a desire for discipline policies that are more supportive of student learning, less punitive, and make a greater effort to engage parents”.
- “Restorative justice was mentioned repeatedly as an alternative to progressive discipline and many stakeholders said they would prefer such an approach” (Education Northwest, 2017, p. 7).
- **Question # 4** asked: “What part of the discipline processes are important to have...[if] you had a family member involved in the discipline process in the district. What values should be at the core of discipline policies and practices?”
 - “Better promotes academic and social well-being”.
 - “Safety...and discipline should ideally be viewed as a learning opportunity for students”.
 - “Disciplinary system would be extremely transparent and clearly defined while also allowing for flexibility”.
 - “Timely and respectful communication from school staff members to students and parents”.
 - “A thoughtful and supportive school-reentry strategy that addresses the root cause of the issue so that it is not repeated” (Education Northwest, 2017, p. 7).
- **Question # 5** asked: “What recommendations would you make to improve school climate and the discipline policy or practices?”
 - “Teacher professional development”.

- “A more unified vision”.
- “Budget cuts [have had] a harmful impact on a school’s ability to effectively support the discipline process” (Education Northwest, 2017, p. 7).
- **Question # 6** asked, “Imagine it is five years from now and we’ve implemented all your recommendations successfully, what does it look like in schools? What impact is it having on school climate?”
 - “Ideal culture of respect and inclusiveness”.
 - “‘Students have a voice’ and are given an opportunity to understand the reasons for disciplinary action and to ‘learn from their mistakes’”.
 - “Teachers receive more training and support from administrators which will allow them to develop better relationships with students”.
 - “More flexibility [for school leaders] to determine disciplinary action on a case-by-case basis, so they can better serve each individual student and make decision that are fair and equitable”.
 - “Raise student academic achievement and graduation rates”.
 - “School climate and discipline should not be viewed as separate from efforts [to improve academic performance and graduation rates] (Education Northwest, 2017, p. 8).
- **“Key Ideas from the Alaska School Safety & Well-Being Summit 2018”**
 - “Increase Student Success: Success will be identified using multiple measures as part of a rich and varied curriculum”.
 - “Support Responsible & Reflective Learners: Families, tribes, educators, and communities will provide relevant learning opportunities”.

- “Cultivate Safety & Well-Being: All schools will be safe and nourish student well-being”.
- “Governor Walker is reviewing ...the Utah plan”.
- “An important legal case in the area of 504s is Peter P. vs. Compton Unified Schools- [https://www.publiccounsel.org/stories?id=0172-Trauma is a qualify disability](https://www.publiccounsel.org/stories?id=0172-Trauma%20is%20a%20qualified%20disability)”.
- “DEED ...developing a school staff training titled ‘Transforming Schools: A Framework for Trauma-Engaged Practice in Alaska”.
- **Questions** from Samantha McMurrow, the workshop presenter who attended this conference:
 - “If a student returns from treatment with an IEP, we do a transition meeting, but what about students returning from residential treatment without IEPs, does the district have a policy or informal practice for guiding the transition back into the school environment?”
 - “Answer: we do not have a blanket policy”.
 - Same question should be asked about students with and without IEPs who are returning from suspensions or from being truant for a long period of time (McMurrow, 2018, 1).
 - A school’s procedures should reflect its philosophy. A restorative school would focus on meeting with students, family, teachers to

discuss a plan to facilitate the process of successfully restoring students to the school environment.

- Examine ideas for Circle procedures in *Circle Forward*, by Carol Boyes-Watson and Kay Pranis.
- “How are we addressing the safety issues that arise in our schools for students who are having their ER IEP serviced in regular Resource or IR rooms?”
 - “Answer: We have students who case managed by ER but they do not have ‘ER IEPs’. The IEP indicates the service being delivered, who is providing this service and the location of the service. The location of the service would be listed as either the general education or the special education classroom setting. It would not indicate that service is provided in a specific program or type of classroom” (McMurrow, 2018, p. 2).
 - *Social Emotional Intelligence* education is a logical and needed component for this population.
- “As Restorative Practices are beginning to be used in more schools around the State, the presenters all said that it begins

with relationships and it begins with adults. Strengthening Staff-Staff, Staff-Student, and Student-Student relationships is a first step” (McMurrow, 2018, p. 2).

Key Ideas from the Alaska School Safety & Wellbeing Summit-2018 attended by Dave Foshee, Assistant Principal at West Valley, and others from FNSBSD.

Keynote: *National Trends and Perspectives in School Safety, Mental Health, and Trauma-Informed Schools* – Marleen Wong

- Risk factors are not predictive factors because of protective factors.
- There are gender differences between PTSD - Boys get more aggressive. Girls tend to withdraw more.
- Trauma is a public health issue.
- Trauma is widespread in some communities of color and poverty.
- [Adults working with students] can be victims of secondary PTSD. This may be called burnout, compassion fatigue [and is caused when] we cannot let go of what happens with our kids and starts to affect us at home. Could be manifested in how we speak to our loved ones, mood swings, etc.
 - Do we need to look at more support for our staff that work with our trauma affected students? (Wong, 2018).
- **A student panel discussing safety issues with administrators pertaining their perceptions of creating a safe school.**
 - It's about the relationships.
 - [Safety and success comes from] adults in the school having confidence and trust in students. Approaching students as human beings.
 - An encouraging teacher made them safe and successful.

- Focus on student to student respect ratio.
 - When asked how to address bullying the only response was “We aren’t the ones to answer that question” and “There isn’t a one size fits all answer”.
 - What makes you feel safe in school? - Example -
Teachers/Counselors having and showing faith and trust in the students - Adults believe, trust, and show love and care for you. The relationships that are built seem to be the most important to the students.
 - It was interesting to me that the students did not seem to have a solution or recommendations for bullying. It makes me feel sad that it seems as though they feel powerless about bullying (Student Panel, 2018).
- ***Trauma-Engaged Schools: A Primer – Patrick Sidmore and Marcus Wilson***
 - At age 7 brain starts pruning neurons. Early trauma or early positive experiences are what we hold onto as we get older.
 - Positive stress is good. Need it in our lives to help boost us.
 - Tolerable stress can disrupt but is buffered by supportive relationships.
 - Toxic stress - those that are to help us are those that are hurting us.
 - Childhood trauma victims are 70% more likely to attempt suicide than non-victims.
 - Alaska ranks much higher than most states among kids experiencing childhood trauma.
 - 1/3 of Alaskan students in 2nd grade have had a report of harm to OCS.

- Uninformed staff on trauma [and staff unskilled in de-escalation skills and conflict resolution strategies] = high rate of suspensions, acting out behaviors, negative interactions between all in the school, angry parents (Sidmore & Wilson, 2018).
- ***Indigenous Restorative Practices Model: Implementation of a School-Wide Restorative Approach to Improve School Climate and Academic Success – Stephanie Autumn***
- Restorative practices (indigenous model) vs restorative justice (western model), trauma informed vs compassion informed-LW
- It is about building relationships, it is about prevention.
- Restorative practices allows for equity.
- Always start with what is right.
- *Circle* and *Family Decision Making Conference* (two processes in restorative practices).
- Starting place needs to be “how do I make things right?”.
- Restorative practices holds practitioners accountable.
- Cannot fake restorative practices.
- Had to observe, and practice before can facilitate talking circles.
- Not only the process but the language that is used. Never use offender or victim.
- No judgment, no shame or blame, repairing relationships and building new relationships.
- RP allows each person’s voice back in the room. Also creates an environment to allow a safe place and no one has power over the other.
- Must be choice to participate or not to participate in a RP model.

- When families of diverse backgrounds walk into the school do they feel that they are reflected in the school?
- Restorative practices do not work for everyone or every situation, it can not be forced, and is about prevention. Start early with the school culture and not just as consequence circles (Autumn, 2018).
- ***Restorative Practices : Panel***
- Adults need to establish restorative practice with each other first, then they're ready to work with students (through relationship) rather than do things to them.
- Of almost 20,000 suspension/expulsion incidents almost 5000 were between k - 3rd grade. 500 were in K.
- Over 43,138 days of school missed due to expulsion and out of school suspension.
- 11,299 or 8.7% of the student population were impacted by an expulsion or OSS.
- OSS have a disproportionate impact on students of color and with disabilities.
- AK Native students are almost twice the percentage of suspensions/expulsions of their representation in our total population.
- Academic Circles, Restorative Circles, different types of Circles.
- State's focus on the Alaska's Education Challenge is being addressed by restorative practices, specifically in the component of Safety and Wellbeing with the focus on - improving school climate, trauma engaged practices. Provide direct access to school-based nursing and counseling services for all students (Restorative Practices Panel, 2018).
- ***Transforming Schools: A Framework for Trauma-Engaged Practice in Alaska – Sharon Fishel***
- Agreements (as norms) from First Alaskans Institute.

- DEED is making a training available probably in January.
- State School Board has listed a goal of building trauma engaged schools statewide.
- Academic scores increase 11 percentile points and behavioral concerns are reduced with direct social emotional learning (Fishel, 2018).
- ***Practices and Policies to Foster a Positive School Climate in Your Building – Mary Fulp McMahon***
- As a leader be true to your Authentic Self. 100% real as a whole person.
- First seen or heard is best remembered.
- What are you committed to do for kids this year - nothing canned, who are you, what are your core values and write a commitment statement that matches their heart.
- “What makes us angry is what we’re born to solve.”
- It takes 20 times to undo a bad first impression.
- When an atmosphere becomes predictable it becomes a climate.
- Shout outs.
- A positive school climate directly impacts school success indicators such as increased teacher retention, lower dropout rates, decreased violence and higher student achievement.
- Address negativity in the moment, don’t let it go unchallenged, but also point positive- (kayaking term to point where you want to go). (McMahon, 2018).
- **Articles shared by Sarah Gillam, Principal at West Valley, with staff through her weekly “Wolfpack Week in Preview” newsletter.**
- “Give/Want/Expect/Need” anecdote and inclusion of “Chapter 4” from *Discipline that Restores* pertaining to the Claassens’ explanation of respect agreements (Gillam, 2018, November 11).
- “Positive Presumptions” rationale and announcement that Gillam wants the “entire

staff to come together to develop a school-wide respect agreement” (Gillam, 2018, November 4).

- One of Gillam's goals is that she wants “EVERY student to know that they are seen and heard when here at school. Even if they don't necessary want to be noticed - I want them to know we value their presence and they contribute something special to our school”

- 1) Gillam stated that “a growing number of faculty members” have been “reflect[ing] on” Restorative Practices and that she “want[s] to provide opportunities for all the staff to reflect on and engage with some of the principles of restorative practices”.
- 2) She included two articles for staff to read: “Why Restorative Practices Benefit All Students”, by Maurice Elias, and “A Restorative Climate for Learning”, by Dominique Smith, Nancy Frey, and Douglas Fisher (Gillam, 2018, October 28).

Appendix D: Fairbanks North Star Borough: Career Technical Education Goals

- “Students’ industries of interest closely align with several of the industries projected to grow in Alaska. There may be an opportunity to guide students’ specific job interests to the jobs that Alaska industries and employers are projected to need to fill” (“Re-envisioning CTE...Community Assessment”, 2018, p. 3).
- “Careers in the Military or Law, Public Safety, Corrections & Security... are among the top five industries of interest to FNSBSD students” (“Re-envisioning CTE...Community Assessment”, 2018, p. 3).
 - Out of “1,300 students” surveyed, 241, 7% indicated an interest in “Law, Public Safety, and Corrections”. “High wage jobs” are available in this field and the District plans to “develop” pathways to meet student needs (“Creating Future Ready Students”, 2018, p. 7).
 - The District plans to “sustain/strengthen” “pathways in Government & Public Administration”.
 - Currently, it is too narrowly focuses on “maintain[ing]; support advancement in military careers through JROTC (“Creating Future Ready Students”, 2018, p. 7).
 - “Students in law, public safety, corrections and security learn and practice skills that prepare them for diverse post high-school education and training opportunities and two-year college programs to four-year college and graduate programs. CTE classes in this cluster will introduce [students] to a variety of interesting careers including: judge, attorney,

paralegal, court reporter, police officer, correctional officer, probation/parole officer, immigration and customs inspector, firefighter, rescue worker (EMT, paramedic), emergency dispatcher, loss prevention specialist, information systems security specialist, certified security officer, park ranger (Office of Superintendent, 2018).

- “Given employers’ emphasis on skills like interpersonal and verbal and written communications, indications are that there are either potential gaps in employers’ perceptions and the skills with which FNSBSD students are graduating with, or there is a need for FNSBSD to put more emphasis on the skills that employers find most important or non-negotiable for entry-level employees” (“Re-envisioning CTE...Community Assessment”, 2018, p. 3).
- “*Skills Requirements:* Among employers, there are several skills that are considered important and even non-negotiable for entry-level candidates; the top required skills were:
 - *Foundational Skills*
 - Verbal communication
 - Locating information
 - Reading for information
 - *Occupational Skills*
 - Real-world problem solving
 - Workplace safety awareness
 - Task management

- *Interpersonal Skills*
 - Motivation / work ethic
 - Ability to work with others
 - Honesty / integrity
 - Dependability” (“Re-envisioning CTE...Community Assessment”, 2018, p. 4).
- “Students were significantly more likely ... to indicate that Career Academies (schools focused on one or two specific career pathways) would best serve students” (“Re-envisioning CTE...Community Assessment”, 2018, p. 4).
- “Elementary and Secondary Schools...projected growth by 2014 +5%” (“Re-envisioning CTE...Community Assessment”, 2018, p. 16).
- This interest would be served by two pathways, “Education & Training” and “Human Services”.
 - “CTE classes” in an Education and Training Pathway “introduce [students] to careers including: superintendent, principal, administrator, teacher, instructor, preschool, kindergarten teacher, clinical, developmental social psychologist, counselor, teacher assistant, parent educator, child care worker, coach, recreation worker, sign language interpreter” (Office of Superintendent, 2015).
 - CTE classes in the Human Services Pathway “introduce [students] to careers including: child care worker, child, family or school social worker, director of childcare facility, preschool teacher, parent educator, school counselor, sociologist, social services worker,

personal or home care aide, leisure activities counselor, recreation worker, consumer or credit counselor, personal financial advisor, consumer goods or services retailing representative or buyer, cosmetologist, hairdresser or hair stylist (Office of Superintendent, 2016).

- Both the states of Washington and California have comprehensive outlines of the scope and sequence of courses in these pathways.

Both will be valuable resources as we move forward.

➤ *“TOP JOBS” IN FAIRBANKS NORTH STAR BOROUGH: OCCUPATIONS 2012-2020 PROJECTED TO HAVE HIGH GROWTH, NUMEROUS OPENINGS AND OFFER ABOVE-AVERAGE WAGES”*

- *Education, Training & Library Secondary School Teachers, Except Special Education*
- *Elementary School Teachers, Except Special Education*
- *Middle School Teachers, Except Special and Career/Technical Education*
- *Protective Service Correctional Officers and Jailers*
- *Firefighters*
- *Police and Sheriff’s Patrol Officers”* (“Re-envisioning CTE... Community Assessment”, 2018, p. 30).

➤ *“MISSION – WHAT IS OUR PURPOSE? What is CTE? The Fairbanks North Star Borough School District’s Career and Technical Education (CTE) program educates high school students for the academic and applied skills needed for today’s jobs.*

High school students who take CTE courses may also gain the technical training and earn certificates required by employers and for post-high school degrees.

- Why is CTE Important? Surveys show employers cannot find people with the skill needed; particularly middle-skill technical jobs in fields like IT, health care and advanced manufacturing. These factors taken together would seem to argue for a much stronger push to better align our education system, especially our high schools and community colleges, with the needs of our economy in order to equip more young people with the skills they will need to take advantage of career opportunities in these high-demand, high-growth fields. This is the role that high-quality career and technical education (CTE) is designed to play” (“Creating Future Ready Students”, 2018, p. 2).

- **“6 Strategic Goals**

- **Strategic Goal 1** - CTE Options: Provide comprehensive and relevant CTE options, aligned to student interest, industry standards, and employment data.
 - Rationale: At the core of the CTE plan is the intention to provide students with relevant CTE options that not only intrigue their interest, but are aligned to industry standards, employment trends and the ever-changing business environment.
 - The FY19-23 CTE plan includes a roadmap for CTE offerings/areas of focus over the next 3-5 years. Based on results of the 2017-18 needs assessment, specific career clusters and pathways have been identified as 1) areas to sustain; 2) areas for expansion; or 3) new clusters/pathways to be developed (“Creating Future Ready Students”, 2018, p. 3).

- **Strategic Goal 2- “Equity and Access: Provide equitable access across the District through innovative and flexible delivery of CTE options.**
 - “Address the need for all students to have access to CTE opportunities that align with their personal interests and goals”
 - “Flexible bell schedules
 - Transportation between sites
 - Multiple pathways to graduation
 - Online course offerings
 - Summer programs
 - Leveraging educational opportunities outside/beyond the District” (“Creating Future Ready Students”, 2018, p. 4).
- **Strategic Goal 3- Professional/Soft Skills: Integrate the teaching and application of professional skills across the curriculum.**
 - “Professional soft skills are...those desirable qualities that apply across a variety of jobs and life situations”.
 - “Meet deadlines, work well with others, show and demonstrate work ethic”.
 - “Better prepare students by embedding the teaching and integration of soft skills not only in CTE courses, but also across the FNSBSD K-12 curriculum” (“Creating Future Ready Students”, 2018, p. 4).
- **Strategic Goal 4- Industry Collaboration: Build community/industry partnerships as a foundational component of our CTE program.**
 - “CTE programming stays relevant to the needs of the industry”.

- “Creating expansive work-based learning opportunities for students”.
- “Internships ... designed to connect students with the soft skills and knowledge learned in the CTE classroom with real-world requirements of a business”(“Creating Future Ready Students”, 2018, p. 4).

➤ **Strategic Goal 5- CTE Awareness/Promotion: Cultivate awareness of CTE and engage the community around opportunities available at FNSBSD.**

- “Increase awareness that skills developed through the CTE program prepare students for college, careers and future readiness regardless of of their path” (“Creating Future Ready Students”, 2018, p. 5).

➤ **Strategic Goal 6- Infrastructure: Ensure District infrastructure and resources to sustain a successful CTE program.**

- “Adequate resources, infrastructure, and high quality, certified teachers”.
- “Build instructional capacity [through] district training, mentorship programs, relevant professional development opportunities, and hiring CTE teachers that are attached to a program but not assigned to a specific building” (“Creating Future Ready Students”, 2018, p. 5).

Appendix E: Emotional Intelligence & Social Emotional Learning

Goleman's Emotional Intelligence Competence Framework

THE EMOTIONAL COMPETENCE FRAMEWORK		
Personal Skills (how we manage ourselves)	Self-awareness	Knowing one's internal states, preferences, resources and intuitions
	Emotional awareness	<i>Recognizing one's emotions and their effects</i>
	Accurate self-assessment	<i>Knowing one's strengths and limits</i>
	Self-confidence	<i>A strong sense of one's self-worth and capabilities</i>
Social Skills (how we manage relationships)	Self-regulation	Managing one's internal impulses and resources
	Self-Control	<i>Keeping disruptive emotions and impulses in check</i>
	Trustworthiness	<i>Maintaining standards of honesty and integrity</i>
	Conscientiousness	<i>Taking the responsibility for personal performance</i>
	Adaptability	<i>Flexibility in handling change</i>
	Innovation	<i>Being comfortable with novel ideas, approaches, and new information</i>
	Motivation	Emotional tendencies that guide or facilitate reaching goals
	Achievement drive	<i>Striving to improve or meet a standard of excellence</i>
	Commitment	<i>Aligning with goals of the group or organization</i>
	Initiative	<i>Readiness to act on opportunities</i>
Social Skills (how we manage relationships)	Empathy	Awareness of other's feelings, needs, and concerns
	Understanding others	<i>Sensing others' feelings and perspectives, and taking active interest in their concerns</i>
	Developing others	<i>Sensing others' development needs and bolstering their abilities</i>
	Service orientation	<i>Anticipating, recognizing, and meeting customers' needs</i>
	Leveraging diversity	<i>Cultivating opportunities through different kinds of people</i>
	Political awareness	<i>Reading a group's emotional currents and power relationships</i>
	Social Skills	Adeptness and inducing desirable responses in others
	Influence	<i>Wielding effective tactics for persuasion</i>
	Communication	<i>Listening openly and sending convincing messages</i>
	Conflict management	<i>Negotiating and resolving disagreements</i>
Social Skills (how we manage relationships)	Leadership	<i>Inspiring and guiding individuals and groups</i>
	Change catalyst	<i>Initiating or managing change</i>
	Building bonds	<i>Nurturing instrumental relationships</i>
	Collaboration & cooperation	<i>Working with others toward shared goals</i>
	Team capabilities	<i>Creating group synergy in pursuing collective goals</i>

Social and Emotional Learning Competencies

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY



Appendix F: Education, Public & Human Services Pathway Samples

California Department of Education Career Technical Education (<http://www.cde.ca.gov/ct/ct/>)

Education, Child Development, and Family Services Industry Sector Pathway Options



Child Development Pathway

Sample CTE Courses*		
Introductory	Concentration	Capstone
<ul style="list-style-type: none"> Home Economics Careers & Technology Comprehensive Core I Home Economics Careers & Technology Comprehensive Core II 	<ul style="list-style-type: none"> Child Development and Guidance Child Psychology 	<ul style="list-style-type: none"> Careers in Child Development Careers in Early Childhood Education

Education Level and Related Occupations**		
High School Diploma	Certification and/or AA Degree	Bachelor's Degree or Higher
<ul style="list-style-type: none"> After-School Program Supervisor+ Child Care Provider Family Child Care Supervisor Infant Caregiver Preschool Aide 	<ul style="list-style-type: none"> Head Start Teacher+ Parent Educator Preschool Teacher+ Teacher's Aide 	<ul style="list-style-type: none"> Child Protection Social Worker+ Child Psychologist+ Children's Library Media Assistant Specialist+ Preschool Director+ School or Adoption Counselor+

Consumer Services Pathway

Sample CTE Courses*		
Introductory	Concentration	Capstone
<ul style="list-style-type: none"> Home Economics Careers & Technology Comprehensive Core I Home Economics Careers & Technology Comprehensive Core II 	<ul style="list-style-type: none"> Consumer Education Economics for Living 	<ul style="list-style-type: none"> Careers in Consumer Services Consumer, Personal, and Financial Services

Education Level and Related Occupations**		
High School Diploma	Certification and/or AA Degree	Bachelor's Degree or Higher
<ul style="list-style-type: none"> Consumer Complaint Clerk Customer Service Representative Display Clerk Product Demonstrator Shipping and Receiving Clerk 	<ul style="list-style-type: none"> Consumer Credit Manager Consumer Products Tester Insurance Representative+ Property Manager Public Relations Representative 	<ul style="list-style-type: none"> Certified Financial Planner+ Consumer Affairs Director Consumer Economist Consumer Information Specialist Product and Development Researcher

Education Pathway

Sample CTE Courses*		
Introductory	Concentration	Capstone
<ul style="list-style-type: none"> Home Economics Careers & Technology Comprehensive Core II Home Economics Careers & Technology Comprehensive Core I 	<ul style="list-style-type: none"> Human Growth and Development Psychological Development of Children 	<ul style="list-style-type: none"> Careers in Education Teaching and Learning Teaching Careers

Education Level and Related Occupations**		
High School Diploma	Certification and/or AA Degree	Bachelor's Degree or Higher
<ul style="list-style-type: none"> After School Program Aide Child Care Worker Recreation Aide Teacher's Aide Tutor 	<ul style="list-style-type: none"> Head Start Teacher Instructional Support Provider Preschool Director/Supervisor Special Education Aide Preschool Teacher 	<ul style="list-style-type: none"> Elementary, Secondary, or Postsecondary Teacher+ School Administrator+ School Counselor+ Special Education Teacher+ Speech and Language Therapist+

*Sample CTE Courses are from the *Career Technical Education Framework for California Public Schools* (California Department of Education: 2007, <http://www.cde.ca.gov/ct/ct/>)

**Visit ASSIST (www2.assist.org/browseAreas.do) for community college and UC/CSU information and California Career Zone (www.cacareerzone.org) for occupation information.

+This occupation requires certification or licensure.

Related Career Technical Student Organization: FHA-HERO (<http://www.hect.org/fhahero>)

Additional Industry Sector information available through the California Home Economics Careers & Technology Professional Development Project (<http://www.hect.org/>).

California Department of Education Career Technical Education (<http://www.cde.ca.gov/ct/ct/>)

Education, Child Development, and Family Services Industry Sector Pathway Options



Family and Human Services Pathway

Sample CTE Courses*		
Introductory	Concentration	Capstone
<ul style="list-style-type: none"> Home Economics Careers & Technology Comprehensive Core I Home Economics Careers & Technology Comprehensive Core II 	<ul style="list-style-type: none"> Family and Human Development Individual and Family Health 	<ul style="list-style-type: none"> Careers in Family and Human Services Elder Care and Intergenerational Services

Education Level and Related Occupations**		
High School Diploma	Certification and/or AA Degree	Bachelor's Degree or Higher
<ul style="list-style-type: none"> Adult Day Care Worker Elder Care Worker Homemaker's Aide Personal/Home Care Aide Residential Care Aide 	<ul style="list-style-type: none"> Certified Activities Director+ Community Worker Social Services Technician Aide Special Needs Case Worker 	<ul style="list-style-type: none"> Community Organization Director Elder Care Coordinator Family Advocate Group Home Administrator Residential Care Facility Administrator

*Sample CTE Courses are from the *Career Technical Education Framework for California Public Schools* (California Department of Education: 2007, <http://www.cde.ca.gov/ct/ct/>)

**Visit ASSIST (www2.assist.org/browseAreas.do) for community college and UC/CSU information and California Career Zone (www.cacareerzone.org) for occupation information.

+This occupation requires certification or licensure.

Related Career Technical Student Organization: FHA-HERO (<http://www.hect.org/fhahero>)

Additional Industry Sector information available through the California Home Economics Careers & Technology Professional Development Project (<http://www.hect.org/>).

Public Service Industry Sector Pathway Options



Human Services Pathway

Sample CTE Courses*			Education Level and Related Occupations**		
Introductory	Concentration	Capstone	High School Diploma	Certification and/or AA Degree	Bachelor's Degree or Higher
<ul style="list-style-type: none"> Conflict Resolution Introduction to Human Services 	<ul style="list-style-type: none"> Principles of Recovery and Psychosocial Rehabilitation Recovery and Special Populations 	<ul style="list-style-type: none"> Helping Relationships Psychosocial Rehabilitation Worker Field Experience 	<ul style="list-style-type: none"> Case Manager Aide Child Care Aide Foster Care Worker Mental Health Aide Youth Worker 	<ul style="list-style-type: none"> Licensed Psychiatric Technician+ Mental Health Worker+ Residential Counselor+ Social Service Coordinator+ Substance Abuse Counselor+ 	<ul style="list-style-type: none"> Family Social Service Worker Licensed Clinical Social Worker+ Marriage and Family Therapist+ Mental Health Rehabilitation Specialist +

Legal and Government Services Pathway

Sample CTE Courses*			Education Level and Related Occupations**		
Introductory	Concentration	Capstone	High School Diploma	Certification and/or AA Degree	Bachelor's Degree or Higher
<ul style="list-style-type: none"> Constitutional Law A and B 	<ul style="list-style-type: none"> Criminal Justice/ Policies and Procedures 	<ul style="list-style-type: none"> Criminal Law/ International Law 	<ul style="list-style-type: none"> Elected Official 	<ul style="list-style-type: none"> Legal Clerk+ Paralegal+ 	<ul style="list-style-type: none"> Attorney+ Diplomatic Service

Protective Services Pathway

Sample CTE Courses*			Education Level and Related Occupations**		
Introductory	Concentration	Capstone	High School Diploma	Certification and/or AA Degree	Bachelor's Degree or Higher
<ul style="list-style-type: none"> Fire Science I Police Science 	<ul style="list-style-type: none"> Fire Science II Fire Science II Forensic Science 	<ul style="list-style-type: none"> Fire Internship Law Enforcement Internship 	<ul style="list-style-type: none"> Animal Control Officer+ Armed Forces Police Officer Emergency Medical Technician+ Parking Enforcement Officer+ Security Guard+ 	<ul style="list-style-type: none"> Corrections Officer+ Crime Scene Technician+ Criminal Investigator+ Firefighter+ Paramedic+ Police Officer+ Private Investigator+ U.S. Customs Officer+ 	<ul style="list-style-type: none"> ATF Agent+ DEA Agent+ FBI Agent+ Federal Marshal+ Fire Captain/Chief+ Police Lieutenant/ Captain/Chief+

*Sample CTE Courses are from the *Career Technical Education Framework for California Public Schools* (California Department of Education: 2007, <http://www.cde.ca.gov/ci/ct/>)

**Visit ASSIST (www2.assist.org/browse/areas.do) for community college and UC/CSU information and California Career Zone (www.cacareerzone.org) for occupation information.

+This occupation requires certification or licensure.

Related Career Technical Student Organization: SkillsUSA (<http://www.skillsusa.com>)



Human Services

Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.



Human Services Career Cluster

- Common Career Technical Core standards with performance elements ([PDF](#))
- Knowledge & Skills Statements ([PDF](#), [Excel](#))
- Plan of Study ([PDF](#), [Excel](#))
- Career Cluster Frame ([PDF](#)), which provides a broad overview for each Career Cluster, including Essential Knowledge and Skills, the types of educational topics studied within a particular Career Pathway, and a listing of sample Career Specialties or occupations.

Early Childhood Development & Services Pathway

- Knowledge & Skills Statements ([PDF](#), [Excel](#))
- Plan of Study ([PDF](#), [Excel](#))

Counseling & Mental Health Services Pathway

- Knowledge & Skills Statements ([PDF](#), [Excel](#))
- Plan of Study ([PDF](#), [Excel](#))

Family & Community Services Pathway

- Knowledge & Skills Statements ([PDF](#), [Excel](#))
- Plan of Study ([PDF](#), [Excel](#))

Personal Care Services Pathway

- Knowledge & Skills Statements ([PDF](#), [Excel](#))
- Plan of Study ([PDF](#), [Excel](#))

Consumer Services Pathway

- Knowledge & Skills Statements ([PDF](#), [Excel](#))
- Plan of Study ([PDF](#), [Excel](#))

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SAMPLE

Human Services: Family and Community Services

Career Pathway Plan of Study for ►Learners ►Parents ►Counselors ►Teachers/Faculty

This Career Pathway Plan of Study (based on the Family and Community Services Pathway of the Human Services Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Family and Community Services Pathway	SAMPLE Occupations Relating to This Pathway
Interest Inventory Administered and Plan of Study Initiated for all Learners								
SECONDARY	9	English/ Language Arts I	Algebra I	Earth or Life or Physical Science	State History Civics	All plans of study should meet local and state high school graduation require- ments and college entrance requirements. Certain local student organization activities are also important including public speak- ing, record keeping and work-based experi- ences.	• Introduction to Human Services	Occupations Requiring Less Than a Baccalaureate Degree ▶ Adult Day Care Coordinator ▶ Adult Day Care Worker ▶ Child Life Educator ▶ Community Housing Service Worker ▶ Community Service Director ▶ Coordinator of Volunteers ▶ Director, Religious Activities/ Education Programs ▶ Emergency and Relief Worker ▶ Geriatric Services Worker ▶ Human Services Worker ▶ Leisure Activities Coordinator ▶ Religious Leader ▶ Residential Advisor ▶ Social and Human Services Assistant ▶ Social Services Worker
	10	English/ Language Arts II	Geometry	Biology	U.S. History		• Information Technology Applications	
	11	English/ Language Arts III	Algebra II	Chemistry	World History Sociology		• Human Growth and Development	
	College Placement Assessments-Academic/Career Advisement Provided							
	12	English/ Language Arts IV	Trigonometry or Statistics or other math course	Physics or other science course	Psychology Economics or Personal Finance		• Family and Community Services	
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.								
POSTSECONDARY	Year 13	English Composition	Algebra	Chemistry	American Government Psychology	All plans of study need to meet learners' career goals with regard to required degrees, li- censes, certifications or journey worker status. Certain local student organization activities may also be important to include.	• Introduction to Family and Community Services • Safety, Health and Environment	Occupations Requiring Baccalaureate Degree ▶ Career Counselor ▶ Child Life Specialist ▶ Dietician ▶ Employment Counselor ▶ Licensed Professional Counselor ▶ Marriage and Family Counselor ▶ Social Worker ▶ Vocational Rehabilitation Counselor
	Year 14	Speech/ Oral Communication Technical Writing	Statistics	Biological Science Physical Science	American History Educational or Child Psychology		• Ethics and Legal Responsibilities • Family and Community Services Practices	
	Year 15	Continue courses in the area of specialization.					• Continue Courses in the Area of Specialization	
	Year 16						• Complete Family and Community Services Major (4-Year Degree Program)	



Project funded by the U.S. Department of Education (VO518020001)

SAMPLE



SAMPLE

Human Services: Counseling and Mental Health Services

Career Pathway Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty

This Career Pathway Plan of Study (based on the Counseling and Mental Health Services Pathway of the Human Services Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS		English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Counseling and Mental Health Services Pathway	SAMPLE Occupations Relating to This Pathway
Interest Inventory Administered and Plan of Study Initiated for all Learners								
SECONDARY	9	English/ Language Arts I	Algebra I	Earth or Life or Physical Science	State History Civics	All plans of study should meet local and state high school graduation require- ments and college entrance requirements. Certain local student organization activities are also important including public speak- ing, record keeping and work-based experi- ences.	• Introduction to Human Services	► Career Counselor ► Clinical and Counseling Psychologist ► Employment Counselor ► Industrial-Organizational Psychologist ► Marriage, Child and Family Counselor ► Mental Health Counselor ► Residential Advisor ► School Counselor/Psychologist ► Sociologist ► Substance Abuse and Behavioral Disorder Counselor ► Vocational Rehabilitation Counselor
	10	English/ Language Arts II	Geometry	Biology	U.S. History		• Information Technology Applications	
	11	English/ Language Arts III	Algebra II	Chemistry	World History Sociology		• Human Growth and Development	
	College Placement Assessments-Academic/Career Advisement Provided							
	12	English/ Language Arts IV	Trigonometry or Statistics or other math course	Physics or other science course	Psychology Economics or Personal Finance		• Counseling and Mental Health Services	
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.								
POSTSECONDARY	Year 13	English Composition	Algebra	Chemistry	American Government Psychology	All plans of study need to meet learners' career goals with regard to required degrees, li- censes, certifications or journey worker status. Certain local student organization activities may also be important to include.	• Introduction to Counseling and Mental Health Services • Introduction to Social Work • Introduction to Helping Skills and Processes	
	Year 14	Speech/ Oral Communication	Statistics	Biological Science Physical Science	American History Educational Psychology		• Drug and Alcohol Rehabilitation • Practicum in Family Studies	
	Year 15	Technical Writing			Sociology		• Continue Courses in the Area of Specialization	
	Year 16	Continue courses in the area of specialization.					• Complete Counseling and Mental Health Services Major (4-Year Degree Program)	



Project funded by the U.S. Department of Education (V051B020001)

SAMPLE

Appendix G: FNSBSD's CTE Format: "Health Science Overview"

Health Science Overview

The Fairbanks North Star Borough School District's Health Science Cluster may lead to careers in planning, managing and providing therapeutic services, diagnostic services, health informatics, support services and biotechnology research and development.

The following Programs of Study are suggestions to help guide the development of individual Personal Learning Plans. Each school will develop Programs of Study based on availability of courses. Course descriptions follow the Sample Programs of Study.

Many courses within this cluster are articulated for credit with University of Alaska Fairbanks/Community and Technical College through a Tech Prep agreement. This agreement allows students to earn postsecondary credit while taking a course from an approved high school instructor.

District Cluster Overview

Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Grade 14
Introductory Courses	Concentrator Courses	Capstone Courses	Post-Secondary		
<ul style="list-style-type: none"> • Introduction to Healthcare Occupations • First Aid/CPR & Health Careers Exploration • Principles of Biomedical Science A/B 	<ul style="list-style-type: none"> • Nutrition in Health Care • Medical Terminology 1A/1B • Law & Ethics for Health Professionals • Professionalism in Health Care • Math in Health Care • Human Body Systems A/B • Medical Interventions A/B 	<ul style="list-style-type: none"> • EMT 1A/1B* • Certified Nursing Assistant • CNA Clinical Experience* • Emergency Trauma Technician • Introduction to Exercise Science & Sports Medicine* • Pharmacy Technician* • Introduction to Fire Services 1A/1B* • Biomedical Innovations* 	<ul style="list-style-type: none"> • UAF/CTC 		
*Denotes a completer course for that sequence.					

Certification Options

Course	Certification	Issuing Organization	Course or Exam Age Restrictions
Certified Nursing Assistant & Certified Nursing Assistance Clinical Experience	Certified Nursing Assistant	State Board of Nursing	Students may take the CNA exam for their state license at 17 and must have no felony convictions. However, they will be unable to work in the health field until they turn 18.
Emergency Medical Technician 1A/1B	Emergency Medical Technician**	State of Alaska	Students must be 18 to be certified as an EMT. Students must be a high school graduate and 19+ years old to become licensed in Alaska as a Mobile Intensive Care Paramedic.
Emergency Trauma Technician	Emergency Trauma Technician**	State of Alaska	To become registered as an ETT, students must be at least 14 years old and have completed all the Alaska ETT requirements
First Aid/CPR & Health Careers Exploration	First Aid & CPR**	American Heart Association	
Pharmacy Technician	Pharmacy Technician Certification	Pharmacy Technician Certification Board (PTCB)	Students must be 18 to take the certification exam and have no felony convictions.
Introduction to Fire Services 1B	Red Card Certification	National Wildfire Coordinating Group	
**Denotes exams given by the FNSBSD at the end of the course.			

Program of Study- Allied Health & Nursing

Career Cluster & Pathway Description: Health Science – Allied Health & Nursing		Developed By: Suzy Coronel, Andrea Gelvin, & Melissa Sawchuk Date: 2017
Middle School Exploratory Options (OPTIONAL)		
6th AKCIS Jr. Portfolio Other Career Guidance/Planning/Information Activities	7th Career Clusters Interest Inventory AKCIS Jr. Portfolio Other Career Guidance/Planning/Information Activities	8th AKCIS Jr. Portfolio + HS Course Planner Career Interest Inventory Other Career Guidance/Planning/Information Activities

SECONDARY PROGRAM COMPONENTS (CTE courses are designated in **Boldface font**; state-required assessments are shown in *Boldface-italic font*)

9 th Grade		10 th Grade		11 th Grade		12 th Grade	
<i>PEAKS</i> , Career Clusters Interest Inventory, AKCIS Portfolio, PLCP		<i>PEAKS</i> , Career Clusters Interest Inventory, AKCIS Portfolio, PLCP		WorkKeys, PSAT, SAT, ACT, Accuplacer/Compass, AKCIS Portfolio, PLCP		SAT, ACT, WorkKeys, Accuplacer/Compass, AKCIS Portfolio, PLCP	
Courses		Courses		Courses		Courses	
1 st Semester	2 nd Semester	1 st Semester	2 nd Semester	1 st Semester	2 nd Semester	1 st Semester	2 nd Semester
English 9 or English 9 Honors	English 9 or English 9 Honors	English 10 or English 10 Honors	English 10 or English 10 Honors	Early American Literature or English 11 Honors	Modern American Literature or Advanced Composition	British Literature or UAF's Writing 111	World Literature, Journalism, or Speech & Debate
Earth and Space Science or Biology	Earth and Space Science or Biology	Biology, Chem Tech, or Chemistry	Biology, Chem Tech, or Chemistry	Chemistry or Human Anatomy	Chemistry or Intro to Pathophysiology	Physics or Marine Biology	Physics or Microbiology/Botany
Careers & Employability	Alaska Studies	World History	World History	US History	US History	Government	Economics
Algebra I	Algebra I	Geometry	Geometry	Algebra II	Algebra II	Functions & Analysis	Trigonometry
Health	PE	PE	PE	Psychology or Human Behavior in Health Care	Personal Relationships	Math in Healthcare	Law & Ethics for Health Professional
Introduction to Healthcare Occupations	First Aid/CPR & Health Careers Exploration	Nutrition in Health Care	Professionalism in Health Care	Medical Terminology 1A	Medical Terminology 1B	Pharmacy Technician	Certified Nursing Assistant
Technical Skills Assessment(s) AHA BLS (CPR), OSHA 10-Healthcare, Blood Borne Pathogens		Technical Skill Assessment(s) Alaska Food Handler's Exam FEMA 106.17, HIPAA Training		Technical Skills Assessment(s) HOSA- Medical Terminology		Technical Skill Assessment(s) CNA State Exam Pharmacy Tech Exam	

Fairbanks North Star Borough School District
Career & Technical Education Curriculum- Health Science

A-2

Program of Study- Allied Health & Nursing
2017-2018 Revision, Draft 2

OPTIONAL PROGRAM COMPONENTS				
Work-Based Learning Opportunities		Career-Technical Student Organizations		Certifications
Apprenticeship Cooperative Education Job Shadowing Paid/Unpaid Internship School-Based Enterprise Service Learning		Health Occupations Students of America (HOSA)		CPR/ First Aid, CNA, Pharmacy Tech Blood Borne Pathogens, HIPAA Training FEMA Trainings, AK Food Handler's card
GENERAL POSTSECONDARY OPTIONS				
One or Two-Year Postsecondary Programs	Adult Registered Apprenticeships	Four-Year College and University Programs	Occupational Certifications & License	On the Job Training, Skill Training Certificates, etc.
<ul style="list-style-type: none">Dental Assistant AASMedical Assistant AASRegistered Nurse AASRadiologic Technologist AASwww.ctc.unf.alaska.eduMedical Laboratory Tech AASHuman Services AAS	<ul style="list-style-type: none">www.jobs.state.ak.us/apprenticewww.nursing.una.alaska.eduwww.akfoodhandlers.com	<ul style="list-style-type: none">Medical Terminology BSNursing BSHealth Sciences BSHSHuman Services BHSSocial Work BSW, MSWPsychology BA, BSPublic Health Practice MPHClinical Psychology MSwww.nursing.una.alaska.edu	<ul style="list-style-type: none">Dental AssistantMedical AssistantPhlebotomistMedical/Dental ReceptionClinical AssistantHealthcare Reimbursement	<ul style="list-style-type: none">OSHAFEMACNAMedical BillingMedical CodingMedical Office ReceptionConflict ResolutionCommunity Health Worker

Fairbanks North Star Borough School District
Career & Technical Education Curriculum- Health Science

A-3

Program of Study- Allied Health & Nursing
2017-2018 Revision, Draft 2

Appendix H: Syllabi, Frameworks, Critical Thinking Tools, & Assignments

Contemporary Writers and Social Conflicts

Period 1 - Fall 2018 - Beth Sprankle

Email: beth.sprankle@k12northstar.org

We do not understand our sense of judgment until we know, in some systematic way covering a wide range of cases, what these principles are. - John Rawls

Course Overview: This English elective course will be run as a “special topics” class and will be partially driven by student interest and current issues. Students will read fiction and non-fiction texts by contemporary writers and will participate in discussions in order to better understand controversial topics. This course is designed for students who enjoy reading for pleasure and discussing their ideas with other readers. The course is structured around current relevant contemporary texts. Students will be required to read at least six texts from a variety of genres. The teacher will assign at least one text.

Essential Questions

1. What is the difference between what is good and what is right?
2. What demonstrates respect in society? What demonstrates power in society? (Boyce-Watson & Pranis 323).
3. What immediate and underlying causes result in conflicts pertaining to respect and power?
4. How have individuals and society achieved a healthy balance between respect and power?
5. How do ethical systems or principles guide your conduct and positions as you address personal and societal conflict?
6. How do you use ethical systems or principles to decide which course of action is better than another? (Boyce-Watson & Pranis 323; Norman 2).
7. To what extent do you find civil discourse to be a productive mechanism for addressing controversial issues? (Boyce-Watson & Pranis 323).
8. How does reading texts together and discussing controversial topics help you to “learn to work and to think for life”?
9. [History Day 2019 Theme: Tragedy & Triumph: How have individuals and society transformed crises or conflicts?](#)

Conflict: a fight, struggle, battle, disagreement, dispute or quarrel that “exists whenever incompatible activities occur” (Deutsch qtd in Johnson and Johnson 2:4). An activity that is incompatible with another activity is one that prevents, blocks, or interferes with the occurrence or effectiveness of the second activity.

- **Conflicts can stem from controversies.** One person’s or groups’ ideas, information, conclusions, theories, and opinions are incompatible with those of others.
- **Conflicts can stem from incompatible concepts.** Incompatible ideas exist simultaneously in a person’s mind or when information being received does not seem to fit with what one already knows.
- **Conflicts can stem from a clashing or competing interests.** The actions of one person or group attempts to maximize his or her wants or beliefs.

Wants: a desire for something.

Goals: are ideals we value and are working toward achieving.

Needs: are necessary for survival. They relate to Maslow’s Hierarchy.

Interests: are the potential benefits we could gain by achieving our goals.

Essential Elements of Argument

Claim:

- “Where do you stand?”
- “What is the author’s position?” (Smith & Imbrenda 20)

Data:

- “What makes you say so?”
- “What evidence does the author provide?” (Smith & Imbrenda 20)

Warrant:

- “So what? Why does it matter?”
- “How does the evidence connect to societal assumptions or the human condition?” (Smith & Imbrenda 20)

Learning Outcomes:

1. Students will be able to evaluate several sources in order to identify, evaluate, and defend their personal set of ethical principles.
2. Students will be able to identify and evaluate their own, the authors', and their classmates' claims.
3. Students will be able to select and evaluate relevant data to justify their own claims and to critique those of others.
4. Students will be able to apply concepts from philosophers, sociologists, and contemporary authors to recognize and assess the causes and effects of controversial issues.
5. Students will be able to use a variety of strategies to respectfully discuss and productively respond to conflicts.

Topics & Texts

Conflict Resolutions Techniques

- *Sustainable Happiness*
- *Opening Skinner's Box*
- *Scratch Beginnings*

Crime & Prison

- *Brothers & Keepers*
- *The Other Wes Moore*
- *In Cold Blood*
- *Words Will Break Cement*
- *Escape from Camp 14*
- *A Lesson Before Dying*
- *Orange is the New Black*
- John Edgar Wideman "In Search of Emmet Till"
- *Down These Mean Streets*

Education

- *Freedom Writers*
- *Breaking Night*
- *Underground Girls of Kabul*
- *Absolutely True Diary of a Part-Time Indian*
- *The Boy Who Inherited the Wind*
- *Me Talk Pretty Some Day*
- *The Hunger for Memory*
- *The Glass Castle*
- *Flygirl*

School Violence

- *Nineteen Minutes*
- *So Much Pretty*
- *Monster*

Ethical Appeal

Velma Wallis

- *Raising Ourselves*
- *Bird Girls*
- *Two Old Women*

Sherman Alexie

- *Lone Ranger & Tonto Fistfight in Heaven*
- *You Don't Have To Say You Love Me*
- *Unsaved*

Forrest Carter

- *Education of Little Tree*

Junot Diaz

- *Drown*

Cultural Coexistence

- *Bless Me, Ultima*

- *How the Garcia Girls Lost Their Accents*
- *Joy Luck Club*
- *House on Mango*
- *Mistress of Spices*
- *Interpreter of Maladies*
- *The Color of Water*
- *Everything is Now*
- *Drown*
- *Solar Storms*
- "Decolonizing Restorative Justice"
- "Superman & Me"
- *The Lone Ranger and Tonto Fistfight in Heaven*
- *Kindred*
- *The Hunger for Memory*
- *Whose Irish?*

Misogyny

- *So Much Pretty*
- *Infidel*
- *Woman Warrior*
- *Kindred*
- *My Brother*

Technologically Enhanced Humans

- *Speak*
- *Feed*
- *Ancillary Justice (Joel's Book)*
- *Never Let Me Go*
- *My Sister's Keeper*

Cognitive Differences; Mental Illness

- *Born on a Blue Day*
- *The Way I See It: A Personal Look at Autism and Asperger*
- *Girl Interrupted*
- *Welcome to My Country*
- *Lying*
- *The Glass Castle*
- *Be Safe, I Love You*
- *Curious Incident of the Dog in the Night*
- *One Flew Over the Cuckoo's Nest*

Physical Illness; Disease; Medicine

- *Opposite of Fate*
- *Confessions of a Knife*
- *The Immortal Life of Henrietta Lacks*
- *Hot Zone*
- *A Man Called Ove*
- *My Brother*

Environmental Issues

- *Monkey Wrench Gang*
- *Refuge (Terry Tempest Williams)*
- *Flight Behavior*
- *Desert Solitaire*

Homelessness & Poverty

- *Evicted*
- *The Glass Castles*
- *Nickled & Dimed*
- *The Pursuit of Happyness*
- Podcast: On The Media "Poverty" Brook Gladstone

PTSD/Serving in the Military

- *Fallen Angels*
- *Sunrise Over Fallujah*
- *Be Safe, I Love You*
- *Going After Cacciato*
- *The Things They Carried*
- *Tribe*
- *Flygirl*

Citizensry & War

- *Little Bee*
- *In The Country of Men*
- *Kite Runner*
- *The Orphan Master's Son*
- *Nothing to Envy*
- *In The Shadow of the Banyan Tree*
- *Taste of Salt*
- *In The Time of the Butterflies*
- *Reading Lolita in Tehran*
- *Kindred*

Asylum & Internment

- *Infidel*
- *In The Shadow of the Banyan Tree*
- *Little Bee*
- *Farewell to Manzanar*
- *Snow Falling on Cedars*
- *Lakota Woman*
- *Bean Trees*

LGBT

- *Stonewall*
- *Me Talk Pretty One Day*
- *Transparent*
- *Everything is Now*
- *Fried Green Tomatoes*

Principles Covered in Class

- **Ethical Systems:**
 - Utilitarian System of Ethics
 - Aristotle's Ethics of Virtue
 - Ethics of Care
 - Kant's Imperative
 - Rawl's Theory of Justice
 - Religion
- **Psychological & Sociological Systems:**
 - Gardner's Emotional Intelligence
 - Lawrence Kohlberg's Stages
- **Political Systems:**
 - Founding Ideals
 - UNHDR
- **Retributive Justice & Restorative Justice**
- **Conflict Resolution Techniques:**
 - Passive Listening
 - Active Listening
 - Respect Agreements
 - Civil Discussion
 - Norms
 - Bandura's Self-regulating Behaviors
- **Components of Argument:**
 - Valid Claims
 - Selection of Data
 - Warrants


Works Cited

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- Brock, Annie and Heather Hundley. *The Growth Mindset Playbook: A Teacher's Guide to Promoting Student Success*. Ulysses Press. Berkley, CA. 2017.
- Dweck, Carol. *Mindset: The New Psychology of Success*. Ballantine Books. New York, NY 2007.
- Gordon, Thomas. *Teacher Effectiveness Training: The Program Proven to Help Teachers Bring Out the Best in Students of All Ages*. Three Rivers Press. New York. 2003.
- Norman, Richard. *The Moral Philosophers: An Introduction to Ethics*. Oxford University Press. Oxford, UK. 1998.
- Pollock, Jocelyn. *Ethical Dilemmas and Decisions in Criminal Justice*: Eighth ed. Wadsworth Cengage Learning. Belmont, CA. 2014.
- Rawls. John. *A Theory of Justice*. Belknap Press. Cambridge, MA, 1971.
- Smith, Michael W. and Jon-Philip Imbrenda. *Developing Writers of Argument: Tools & Rules That Sharpen Student Reasoning*. Corwin Literacy. Thousand Oaks, CA. 2018.

Grading Policies

- **Citizenship = 30%. See Attached rubric.**
- **Summative Assessments = 70%. Includes: essays & discussions. Rubrics will vary.**
- Graded assignments will be returned to students at relevant times during the semester.
- Multiple choice quizzes & exams will not be released to students

Classroom Environment

- **Follow the rules in the West Valley Handbook.**
- **Adhere to the Respect Agreement developed by our class.**
- **Aim to be an **

American Writers

Email: beth.sprankle@k12northstar.org

Spring 2019

Phone: 479-4221 Ext. 4130

Of all the human needs, few are as powerful as the need to be seen, included, and accepted by other people. This is why being shunned or banished is among the most painful punishments to endure, a social death. -Allan Johnson

American Writers: This semester length course combines a survey of American authors with composition and research. American prose, poetry, drama, and non-fiction articles and essays are used as vehicles for examining American culture and improving writing, reading, and critical thinking skills. The course requires a formal literary analysis, as well as a variety of other writing experiences. This course fulfills the English 11 requirement.

Essential Learnings

EL 1: Explain the interrelationship between history, literature, and cultural identity.

EL 2: Explain the interrelationship between literary elements, author's purpose, and effects on audiences.

EL 3: Support a thesis with examples from multiple texts.

EL 4: Increase independence in writing and competent revision across multiple drafts, with a focus on self-editing.

EL 5: Demonstrate effective speaking and active listening skills in informal and formal discussions.

EL 6: Increase the ability to resolve conflict cooperatively.

Grading Policies

Academic Citizenship = 20%. Student:

- attends class on time and ready to learn
- communicates with instructor (and peers when relevant) during an absence
- attends to classwork, homework, and the needs of oneself and others
- is on task

- demonstrates positive leadership & contributes to the overall success of the class
- completes homework on time and with care
- asks for help, seeks out opportunities to increase mastery of skills, applies feedback from peers, mentors, and instructor

Summative Assessments = 70%. Includes: reader's response notebook, essays, discussions, quizzes, annotated bibliographies, one-pagers, and tests.

Final Summative Assessment = 10%

Attendance & Academic Citizenship: Guiding Philosophy

The West Valley High School attendance and tardy policies outlined in the student handbook will be enforced.

Attending each class on time and well prepared is crucial for the success and well-being not only of each individual student, but also of our classroom community. Why?

- Students who are absent are not able to improve at the same rate as the rest of the class.
- Absent students miss opportunities to learn new ideas, to participate in class discussions, to receive direct instruction.
- Students who are chronically absent get frustrated when they return and find the class has passed them by.

- Absent students require additional time and resources from the instructor; this time is diverted from students who are in attendance.
- Classmates get frustrated by a chronically absent student's lack of training or by the student's failure to contribute meaningfully to group projects.
- These frustrations fracture a classroom community.

Expectations & Classroom Environment

1. Attend class.
2. In the case of an absence, please email me directly to receive your make-up work.
3. Healthy snacks and beverages are allowed as long as they are not a disruption.

4. Adhere to our Respect Agreement; follow the rules in the West Valley Handbook
5. **Bring class notebook to all classes.**

Acceptance of Assignments

- Students are responsible for submitting all assignments by the due date.
- Email me at beth.sprankle@k12northstar.org if you are absent on the day a major assignment, such as an annotated bibliography, essay, or fish-bowl discussion, is due in order to make arrangements for getting credit.

- Students may submit major assignments up to one week late. Points will be deducted from the Academic Citizenship score for overdue assignments.
- **Minor assignments will not be accepted late.**

1/08: Unit One: Principals

- Room 130 **Respect Agreement**
- **Founding Ideals & Rationalist Writers**
- **The American dream & Romantic Writers**
 - America as a New Eden
 - Social Mobility
 - Hope for the Future
 - Economic Opportunity
 - Triumph of the Individual
 - Political Voice
- William Ury's "Third-Siders"
- Allan Johnson: *Power, Prestige, & Difference*
- Pearson and Marr Archetype Indicator
- Johari's Window
- Marilee Adam's Judge/Learner Mindset
- **Contemporary Writers: Fiction & Nonfiction Selections**
 - Podcast: "The War on Our Shores"
 - Podcast: "We Are More than The Worst Thing We've Ever Done"
 - *War*
 - *Be Safe, I Love You*
 - *Lakota Woman*
 - *Warriors Don't Cry*

- *The Things They Carried*
- *Going After Cacciato*
- *Fallen Angels*
- *Sunrise Over Fallujah*
- *Fly Girls*
- *Farewell to Manzanar*
- *Ceremony*
- *Slaughterhouse Five*
- *Tribe*

• Outcomes:

- **Reader's Response Notebook**
- Quiz: American dream – trait identification
- Fishbowl Discussion
- Essential Question & Self-Reflection
- **Analytical Essay**
 - **Prompt:** According to the contemporary authors, what about particular economic conditions or political conditions or social norms caused problems for people as they strove to achieve happiness as defined by the ideals of ANE, HFF, and ToFI? What solutions did contemporary authors propose?

2/18: Unit Two: Reforming & Progressing the American dream (1865-1900): Realism

& Disillusionment with the American Dream (1900-1945): **Modernism**

- "Impressions of an Indian Childhood" (1900)
- "The Yellow Wallpaper" (1892)
- "The Story of an Hour" (1894)
- *Adventures of Huckleberry Finn* (1885)
- *Bury My Heart at Wounded Knee* (1880s)
- "The Wasteland" (1922)
- "A Clean, Well-Lighted Place" (1929)
- *A Farewell to Arms* (1929)
- *The Great Gatsby* (1925)
- *Of Mice and Men* (1937)
- *The Grapes of Wrath* (1939)
- *Their Eyes Were Watching God* (1937)
- *Iron Jawed Angels* (1914-1920)

Outcomes:

- **Reader's Response Notebook**
- Quiz: American dream – trait identification
- Fishbowl Discussion
- Progress Answering Essential Question
- **Analytical Essay**
 - **Prompt:** According to the Realist and Modern authors, what about particular economic conditions or political conditions or social norms caused problems for people as they strove to achieve happiness as defined by the ideals of ANE, HFF, and ToFI? How do the ideas of Ury, or Johnson, or Pearson, or Johari, or Adams offer specific solutions to the problems exposed by these Realist and Modern authors?

3/18: Unit Three: Clashes to Reclaim the American Dream (1945-1970): Post-Modern

- *Black Like Me* (1946)
- *On The Waterfront* (1954)
- *Streetcar Named Desire* (1948)
- *Invasion of the Body Snatchers* (1956)
- *The Crucible* (1953)
- *Raisin in the Sun* (1959)
- *Catcher in The Rye* (1951)
- *Dr. Strangelove* (1964)

Outcomes:

- **Reader's Response Notebook**
- Quiz: American dream – trait identification
- Fishbowl Discussion
- Progress Answering Essential Question
- **Analytical Essay**
 - **Prompt:** According to Post-Modern authors, what about particular economic conditions or political conditions or social norms caused problems for people as they strove to achieve happiness as defined by the ideals of ANE, HFF, and Toff? How do the ideas of Ury, or Johnson, or Pearson, or Johari, or Adams offer specific solutions to the problems exposed by these Post-Modern Modern authors?

4/29: Unit Four: _____ (1970-Present): **Contemporary Authors**

Outcomes:

- **Reader's Response Notebook**
- Quiz: American dream – trait identification
- Fishbowl Discussion
- Progress Answering Essential Question
- **Analytical Essay**
 - **Prompt:** According to Contemporary authors, what about particular economic conditions or political conditions or social norms caused problems for people as they strove to achieve happiness as defined by the ideals of ANE, HFF, and Toff? How do the ideas of Ury, or Johnson, or Pearson, or Johari, or Adams offer specific solutions to the problems exposed by these Post-Modern Modern authors?

Literary Movements in American Literature

1. American Founding Ideals (1700-1800):

Rationalism

- Selections From: Jefferson, Paine, Henry, Wheatley, Franklin, Adams

2. Creation of the American Dream (1800-1860):

Romanticism

- Selections From: Emerson, Thoreau, Irving, Hawthorne

3. Reforming & Progressing the American Dream

(1860-1900): Realism

- Selections From: Gilman, Sinclair, Whitman, Zitkala-Sa, DuBois, Washington, Twain

4. Disillusionment with the American Dream (1900-1945): Modernism

5. Clashes to Reclaim the American Dream (1945-1970): Post-Modern

6. _____ (1970-Present): Contemporary Authors

Questions to Guide Analysis

- What immediate event causes individuals, communities, or local, state, or the federal government either to act in accordance with the *Founding Ideals* or the literary definition of the *American dream* or to violate those principles?
- What underlying, distal, or root causes influenced people or government to act as they did?
 - **Family environment** (values, norms).
 - **Genetic & personal needs and/or vulnerabilities.**
 - **Traumatic personal or social events** (abuse, death, war, etc.).
 - **Economic, social, political norms and conditions.**
- What types of norm violations do authors approve of? How do you know?
 - **tone, mood, literary/rhetorical devices, characterization, archetypes resolution of plot/conflict.**
- What types of norm violations do authors disapprove of? How do you know?
 - **tone, mood, literary/rhetorical devices, characterization, archetypes, resolution of plot/conflict.**
- What is the effect of the norm violation on individuals?
 - Does the author approve of these effects? How do you know?
- What is the effect of the norm violation on society?
 - Does the author approve of these effects? How do you know?
- Are the effects on the individual and to society worth the consequences of the violation?
- Were a characters' actions:
 - Heroic?

- Tragically heroic?
- Did characters have blind spots that made them “slaves to their stories” (Pearson)?
- Were other characters trying to act as “third-siders” (Ury)?

Reader's Notebook: Entries should demonstrate:

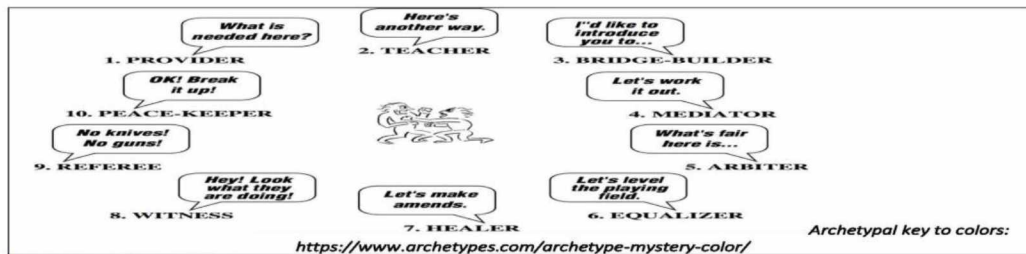
Connection-Making Skills by:

- Identifying similarities and differences between one's own ideas and those stated by other authors, classmates, disciplines (history, science, math, health, physical education, art, music, languages, JROTC)
- Relating prior knowledge, both academic and personal, to the topic.
- Analyzing and evaluating information from different sources.
- Integrating information from multiple sources to produce a new way of thinking about a character or conflict.
- Drawing inferences from different authors' ideas that take analysis beyond surface observations.
- Offering reasons and textual evidence to support one's point of view.

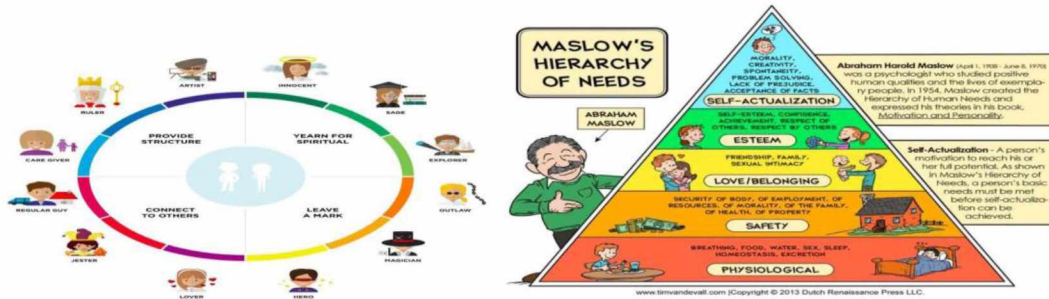
Questioning Skills by:

- Posing questions to clarify and better understand the substance of a topic or text.
- Asking questions to identify and question to authors' thinking or reasoning behind a position or conclusion.
- Asking “what if” questions to encourage divergent thinking.
- Explaining why the question is important.

The Ideals of the American Dream		
Hope for the Future	America as a New Eden	Triumph of the Individual
<p>People work hard to try to better themselves and society and for current and future generations.</p> <p>Hope requires work.</p> <p>Hope for the future is a commitment to the principle that hard work and actions will make life better (economically, politically AND socially).</p>	<p>The idea that:</p> <ul style="list-style-type: none"> • America is an economic, social, cultural, political, religious utopia. • America is a possible political, cultural, economic, religious, ethnic safe-haven both for immigrants and for citizens. • There is room enough for all of us. • “E Pluribus Unum” (out of many, one) is a relevant American motto. • Pluralism is an American value. • To tolerate & coexist is an American value. • To treat each other with decency & respect is an American value. • America supports the best in each person. • America provides safety & security. • America accepts, values, supports, appreciates, respects, and includes all types of people. 	<p>Civic Virtue</p> <p>Individuals strive to improve life for themselves and their society through acts of self-reliance.</p> <p>The individual decides to pursue moral law over civil law when the civil law is unjust or is not protecting natural rights (of life, liberty, and pursuit of happiness).</p>
Economic Opportunity	Social Mobility	Political Voice



Ury's Third-Sider Roles



12 Common Archetypes

Johari Window	Known by the character Public Self	Not known by the character Blind Self
Known by other characters and/or the reader	Information that everyone knows.	Information that the character does not know or acknowledge (denies), but other characters and/or the reader do know.
Not known by other characters and/or the reader	Private Self Private information known only by the character. Other characters and/or the reader can only infer this information.	Unknown Self Information no one knows; the reader must make inferences about aspects of the character's personality that he or she is in denial or unaware of (hidden potential).

1 Known Self Things we know about ourselves and others know about us	2 Hidden Self Things we know about ourselves that others do not know
3 Blind Self Things others know about us that we do not know	4 Unknown Self Things neither we nor others know about us

Johari's Window

Founding Ideals of the American Republic

1. All people have the Right to Life, Liberty & Property

- According to natural rights theory, as described by philosophers such as John Locke, everyone is born with an equality of certain rights, regardless of their nationality. Since the rights come from nature or from God, they are inherent, or natural rights that cannot be justly taken away without consent ("Right to Life, Liberty, & Property". *Americapedia*: Natural Rights. billofrightsinstitute.org).

A. Pursuit of Happiness: "The Greek word for "happiness" is linked to *aretê*, the Greek word for "virtue" or "excellence." In the *Nicomachean Ethics*, Aristotle wrote, "the happy man lives well and does well; for we have practically defined happiness as a sort of good life and good action."... happiness is not, equivalent to wealth, honor, or pleasure. It is an end in itself, not the means to an end. Thomas Jefferson admired [these philosophers]... In a letter Jefferson wrote, "...I consider the ...doctrines... as containing everything rational in moral philosophy..." At the end of the letter, Jefferson made a summary of the key points of Epicurean doctrine, including: **Moral**—Happiness the aim of life. **Virtue** - the foundation of happiness. **Utility**-the test of virtue... Properly understood, therefore, when John Locke, Samuel Johnson, and Thomas Jefferson wrote of "the pursuit of happiness," they were invoking the Greek and Roman philosophical tradition in which happiness is bound up with the civic virtues of courage, moderation, and justice. Because they are *civic* virtues, not just personal attributes, they implicate the social aspect of *eudaimonia* [*arête*]. The pursuit of happiness, therefore, is not merely a matter of achieving individual pleasure" (Hamilton, Carol. Historynewsnetwork.org).

2. Popular Sovereignty & Representative Government

- the principle that the authority of the government is created and sustained by the **consent** of its people, through their **elected representatives**; **people are the source of all political power**; legitimate governments derive "their just Powers from the Consent of the Governed" ("Popular Sovereignty". en.wikipedia.org).

3. Purpose of Government is to Protect Rights

- "Government is necessary to ensure the proper use of force. It must specify objective laws to clarify the use of force, and it must have the ability to enforce these laws. The purpose of government is to protect the individual rights of its citizens... This requires an army for defense of the country, and a police system to protect the individual citizens from other individuals within the country. To ensure that rights are upheld properly, the judgment of the use of force must be objective...it is the government's job to judge the individual use of force by its citizens. For this reason, the government must provide a court system. Laws are the tools by which the court decides if a use of force is valid or not" ("The Necessity of Government". Importanceofphilosophy.com).

4. All Men (People) are Created Equal

- "**We are all equal in the eyes of God, and we are all entitled to equal rights.** Jefferson knew that the Declaration was even bigger than America. 'May it be to the world what I believe it will be ... the signal of arousing men to burst the chains ... [of] superstition ... and to assume the blessings and security of self-government'" ("Freedom: A History of Us". <http://www.pbs.org>).
- "Equality means equal justice under the law... no one is above or beyond the laws of the society. All citizens are entitled to fair and equal treatment by the legal system; ... every person is an equal member of the human species and is thus entitled to security of liberty based on the Rule of Law... all persons have the same rights and privileges regardless of wealth, race, gender, etc." ("Equality". *A Citizen's Vocabulary*. Icitizenforum.com).

5. Freedom of Conscience

- ☐ The right to follow one's own beliefs in matters of religion and morality (oxforddictionaries.com).
- ☐ "the rights to freedom of speech, press, religion, assembly, and association are protected, which encourages diversity... open communication of ideas and differences of opinion... cooperate and compete to promote their opinions and interests... political parties ... compete to advance their vision of how government should perform its functions" ("Freedom of the Press". *A Citizen's Vocabulary*. Icitizenforum.com).

6. Government should Provide Security and Stability

- ☐ "We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America" ("Preamble". *The United States Constitution*).

7. Government Power is Limited

- ☐ government's power over its citizens has limitations. The governmental authority is prescribed, restricted, and limited by law or by the constitution. An individual's rights and liberties are protected against governmental power even if that power is exercised in the name of a majority of people. In a limited government, there exist minimal governmental intervention in personal liberties and the economy ("Definitions". Uslegal.com).

A. Checks & Balances

- ☐ a system in which the different parts of an organization (such as a government) have powers that affect and control the other parts so that no part can become too powerful (merriam-webster.com)

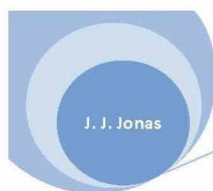
8. Citizens have a Corresponding Responsibility to Maintain and Improve Their Democracy:

- | | | |
|---|--|---|
| <input type="checkbox"/> <u>Compromise</u> | <input type="checkbox"/> <u>Initiative</u> | <input type="checkbox"/> <u>Responsibility</u> |
| <input type="checkbox"/> <u>Consideration</u> | <input type="checkbox"/> <u>Integrity</u> | <input type="checkbox"/> <u>Serving in the</u> |
| <input type="checkbox"/> <u>Courage</u> | <input type="checkbox"/> <u>Justice</u> | <input type="checkbox"/> <u>Military</u> |
| <input type="checkbox"/> <u>Equality</u> | <input type="checkbox"/> <u>Moderation</u> | <input type="checkbox"/> ("Americapedia: |
| <input type="checkbox"/> <u>Individual</u> | <input type="checkbox"/> <u>Paying Taxes</u> | <input type="checkbox"/> Civic |
| <input type="checkbox"/> <u>Efficacy</u> | <input type="checkbox"/> <u>Perseverance</u> | <input type="checkbox"/> Values". billofrightsi |
| <input type="checkbox"/> <u>Industry</u> | <input type="checkbox"/> <u>Respect</u> | <input type="checkbox"/> nstitute.org). |

- A. Civic Virtue:** "the ideals and principles of a democracy. These character traits, such as civility, honesty, charity, compassion, courage, loyalty, tolerance, patriotism, and self-restraint, prompt citizens to contribute to the well-being of their community and democracy" ("Civic Virtue". *A Citizen's Vocabulary*. Icitizenforum.com). "A vibrant **civil society** also shows that citizens are willing to donate their time and energy to improving their communities, and to use their constitutional rights to freedom of assembly, speech, and press" ("Civil Society". *A Citizen's Vocabulary*. Icitizenforum.com).

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The Twelve Archetypes

Based on the research by Carol S. Pearson, Ph.D.

CASA: Center for Archetypal Studies and Applications

Resources: *Awakening the Heroes Within* and *What Story Are You Living?*

Online Test (Heroic Myth Index Test): <http://avidtran.tripod.com/archetype.html>

THE INNOCENT

Every era has myths of a golden age or of a promised land where life has been or will be perfect. The promise of the Innocent is that life need not be hard. Within each of us, the Innocent is the spontaneous, trusting child that, while a bit dependent, has the optimism to take the journey. The Innocent, fearing abandonment, seeks safety. Their greatest strength is the trust and optimism that endears them to others and so gain help and support on their quest. Their main danger is that they may be blind to their obvious weaknesses or perhaps deny them. They can also become dependent on others to fulfill their heroic tasks.

Goal	Remain in safety
Fear	Abandonment
Dragon/Problem	Deny it or seek rescue
Response to Task	Fidelity, discernment
Gift/ Virtue	Optimism, trust, hope, faith, simplicity
Pitfalls	Naiveté, childish dependence, denial, obliviousness
Addictive Quality	Denial
Addiction	Consumerism/sugar/cheerfulness

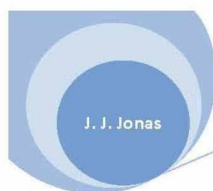
Shadow Side: Evidenced in a capacity for denial so that you do not let yourself know what is really going on. You may be hurting yourself and others, but you will not acknowledge it. You may also be hurt, but you will repress that knowledge as well. Or, you believe what others say even when their perspective is directly counter to your own inner knowing.

THE ORPHAN

The Orphan understands that everyone matters, just as they are. Down-home and unpretentious, it reveals a deep structure influenced by the wounded or orphaned child that expects very little from life, but that teaches us with empathy, realism, and street smarts. The Orphan, fearing exploitation, seeks to regain the comfort of the womb and neonatal safety in the arms of loving parents. To fulfill their quest they must go through the agonies of the developmental stages they have missed. Their strength is the interdependence and pragmatic realism that they had to learn at an early age. A hazard is that they will fall into the victim mentality and so never achieve a heroic position.

Goal	Regain safety
Fear	Exploitation
Dragon/Problem	Is victimized by it
Response to Task	Process and feel pain fully
Gift/ Virtue	Interdependence, realism, resilience, empathy
Pitfalls	Cynicism, tendency to be the victim or victimize, chronic complaining
Addictive Quality	Cynicism
Addiction	Powerlessness/worrying

Shadow Side: The victim, who blames his or her incompetence, irresponsibility, or even predatory behavior on others and expects special treatment and exemption from life because he or she has been so victimized or is so fragile. When this Shadow of the positive Orphan is in control of our lives, we will attack even people who are trying to help us, harming them and ourselves simultaneously. Or, we may collapse and become dysfunctional (i.e. "You can't expect anything from me. I'm so wounded/hurt/incompetent").



THE WARRIOR

When everything seems lost the Warrior rides over the hill and saves the day. Tough and courageous, this archetype helps us set and achieve goals, overcome obstacles, and persist in difficult times, although it also tends to see others as enemies and to think in either/or terms. The Warrior is relatively simple in their thought patterns, seeking simply to win whatever confronts them, including the dragons that live inside the mind and their underlying fear of weakness. Their challenge is to bring meaning to what they do, perhaps choosing their battles wisely, which they do using courage and the warrior's discipline.

Goal	Win
Fear	Weakness
Dragon/Problem	Stay/confront it
Response to Task	Fight only for what really matters
Gift/ Virtue	Courage, discipline, determination, skill
Pitfalls	Fear of impotence leading to ruthlessness, arrogance
Addictive Quality	Stoicism
Addiction	Achievement/success

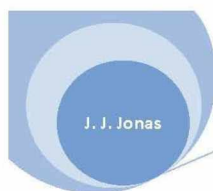
Shadow Side: The villain, who uses Warrior skills for personal gain without thought of morality, ethics, or the good of the whole group. It is also active in our lives any time we feel compelled to compromise our principles in order to compete, win, or get our own way. (For example, the shadow Warrior is rampant in the business world today.) It is also seen in a tendency to be continually embattled, so that one perceives virtually everything that happens as a slight, a threat, or a challenge to be confronted.

THE CAREGIVER

The Caregiver is an altruist, moved by compassion, generosity, and selflessness to help others. Although prone to martyrdom and enabling behaviors, the inner Caregiver helps us raise our children, aid those in need, and build structures to sustain life and health. Caregivers first seek to help others, which they do with compassion and generosity. A risk they take is that in their pursuit to help others they may end up being harmed themselves. They dislike selfishness, especially in themselves, and fear what it might make them.

Goal	Help others
Fear	Selfishness
Dragon/Problem	Take care of it or those it harms
Response to Task	Give without maiming self or others
Gift/ Virtue	Compassion, generosity, nurturance, community
Pitfalls	Martyrdom, enabling others, codependence, guilt-tripping
Addictive Quality	Rescuing
Addiction	Caretaking/codependence

Shadow Side: The suffering martyr, who controls others by making them feel guilty. "Look at all I sacrificed for you!" It evidences itself in all manipulative or devouring behaviors, in which the individual uses caretaking to control or smother others. It is also found in codependence, a compulsive need to take care of or rescue others.



THE SEEKER

The Seeker leaves the known to discover and explore the unknown. This inner rugged individual braves loneliness and isolation to seek out new paths. Often oppositional, this iconoclastic archetype helps us discover our uniqueness, our perspectives, and our callings. Seekers are looking for something that will improve their life in some way, but in doing so may not realize that they have much already inside themselves. They embrace learning and are ambitious in their quest and often avoid the encumbrance of support from others. Needing to 'do it themselves', they keep moving until they find their goal (and usually their true self too).

Goal	Search for better life
Fear	Conformity
Dragon/Problem	Flee from it
Response to Task	Be true to deeper self
Gift/ Virtue	Autonomy, ambition, identity, expanded possibilities
Pitfalls	Inability to commit, chronic disappointment, alienation, and loneliness
Addictive Quality	Self-centeredness
Addiction	Independence/perfection

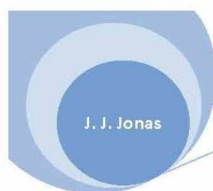
Shadow Side: The Perfectionist, always striving to measure up to an impossible goal or to find the "right" solution. We see this in people whose main life activity is self-improvement, going from the health club to yet another self-improvement course, etc., yet who never feel ready to commit to accomplishing anything.

THE LOVER

The Lover archetype governs all kinds of love—from parental love, to friendship, to spiritual love—but we know it best in romance. Although it can bring all sorts of heartache and drama, it helps us experience pleasure, achieve intimacy, make commitments, and follow our bliss. The Lover seeks the bliss of true love and the syzygy of the divine couple. They often show the passion that they seek in a relationship in their energy and commitment to gaining the reciprocal love of another. They fear both being alone and losing the love that they have gained, driving them to constantly sustain their love relationships.

Goal	Bliss
Fear	Loss of love
Dragon/Problem	Love it
Response to Task	Follow your bliss
Gift/ Virtue	Passion, commitment, enthusiasm, sensual pleasure
Pitfalls	Objectifying others, romance/sex addictions, out of control sexuality
Addictive Quality	Intimacy problems
Addiction	Relationships/sex

Shadow Side: Includes the sirens (luring others from their quests), seducers (using love for conquest), sex or relationship addicts (feeling addicted to love), and anyone who is unable to say no when passion descends, or is totally destroyed when a lover leaves.



THE DESTROYER

The Destroyer embodies repressed rage about structures that no longer serve life even when these structures still are supported by society or by our conscious choices. Although this archetype can be ruthless, it weeds the garden in ways that allow for new growth. The Destroyer is a paradoxical character whose destructiveness reflects the death drive and an inner fear of annihilation. As a fighter, they are thus careless of their own safety and may put others in danger too. Their quest is to change, to let go of their anger or whatever force drives them and return to balance, finding the life drive that will sustain them. Living on the cusp of life and death, they are often surprisingly humble.

Goal	Metamorphosis
Fear	Annihilation
Dragon/Problem	Allow dragon to slay it
Response to Task	Let go
Gift/ Virtue	Humility, metamorphosis, revolution, capacity to let go
Pitfalls	Doing harm to self/others, out of control anger, terrorist tactics
Addictive Quality	Self-destructiveness
Addiction	Suicide/self-destructive habits

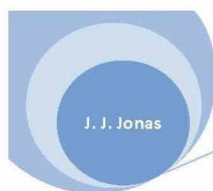
Shadow Side: Includes all self-destructive behaviors—addictions, compulsions, or activities that undermine intimacy, career success, or self-esteem—and all behaviors—such as emotional or physical abuse, murder, rape—that have destructive effects on others.

THE CREATOR

The Creator archetype fosters all imaginative endeavors, from the highest art to the smallest innovation in lifestyle or work. Adverse to stasis, it can cause us to overload our lives with constant new projects; yet, properly channeled, it helps us express ourselves in beautiful ways. Creators, fearing that all is an illusion, seek to prove reality outside of their minds. A critical part of their quest is in finding and accepting themselves, discovering their true identity in relation to the external world.

Goal	Identity
Fear	Inauthenticity
Dragon/Problem	Claims it as part of the self
Response to Task	Self-creation, self-acceptance
Gift/ Virtue	Creativity, vision, individuality, aesthetics, imagination, skill, vocation
Pitfalls	Self-indulgence, poverty, creating messes, prima-donna behaviors
Addictive Quality	Obsessiveness
Addiction	Work/creativity

Shadow Side: Shows itself to be obsessive, creating so that so many possibilities are being imagined that none can be acted upon fully. (You might remember a film called *The Pumpkin Eater*, in which a woman got pregnant every time she was face-to-face with the vacuousness of her life. So, too, we can fill our emptiness with yet another inessential project, challenge, or new thing to do, as she filled herself with another baby. One variety of this is workaholicism, in which we can always think of just one more thing to do.



THE RULER

The Ruler archetype inspires us to take responsibility for our own lives, in our fields of endeavor, and in the society at large. If he/she overcomes the temptation to dominate others, the developed Ruler creates environments that invite in the gifts and perspectives of all concerned. The Ruler's quest is to create order and structure and hence an effective society in which the subjects of the Ruler can live productive and relatively happy lives. This is not necessarily an easy task, as order and chaos are not far apart, and the Ruler has to commit him or herself fully to the task. The buck stops with them and they must thus be wholly responsible -- for which they need ultimate authority.

Goal	Order
Fear	Chaos
Dragon/Problem	Find its constructive uses
Response to Task	Take full responsibility for your life
Gift/ Virtue	Responsibility, control, sovereignty, system savvy
Pitfalls	Rigidity, controlling behaviors, attitude of entitlement, elitism
Addictive Quality	High control needs
Addiction	Control/codependence

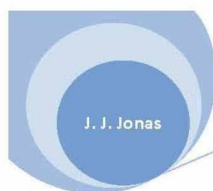
Shadow Side: The ogre tyrant, insisting on his or her own way and banishing creative elements of the kingdom (or the psyche) to gain control at any price. This is the King or Queen who indulges in self-righteous rages and yells, "Off with his head." Often people act this way when they are in positions of authority (like parenting) but do not yet know how to handle the attendant responsibility. This also includes people who are motivated by a strong sense to control.

THE MAGICIAN

The Magician archetype searches out the fundamental laws of science and/or metaphysics to understand how to transform situations, influence people, and make visions into realities. If the Magician can overcome the temptation to use power manipulatively, it galvanizes energies for good. The Magician's quest is not to 'do magic' but to transform or change something or someone in some way. The Magician has significant power and as such may be feared. They may also fear themselves and their potential to do harm. Perhaps their ultimate goal is to transform themselves, achieving a higher plane of existence.

Goal	Transformation
Fear	Evil sorcery
Dragon/Problem	Transform it
Response to Task	Align self with cosmos
Gift/ Virtue	Personal power, transformative, catalytic, healing power
Pitfalls	Manipulation of others, disconnection with reality, cultist guru-like
Addictive Quality	Dishonesty (image/illusion)
Addiction	Power/hallucinogenic drugs, marijuana

Shadow Side: The evil sorcerer, transforming better into lesser options. We engage in such evil sorcery anytime we belittle ourselves or another, or lessen options and possibilities, resulting in diminished self-esteem. The shadow Magician is also the part of us capable of making ourselves and others ill through negative thoughts and actions.



THE SAGE

The Sage archetype seeks the truths that will set us free. Especially if the Sage overcomes the temptation of dogma, it can help us become wise, to see the world and ourselves objectively, and to course-correct based on objective analyses of the results of our actions and choices. The Sage is a seeker after truth and enlightenment and journeys far in search of the next golden nugget of knowledge. The danger for the sage and their deep fear is that their hard-won wisdom is built on the sand of falsehood. Their best hope is that they play from a position of objective honesty and learn to see with a clarity that knows truth and untruth.

Goal	Truth
Fear	Deception
Dragon/Problem	Transcend it
Response to Task	Attain enlightenment
Gift/ Virtue	Wisdom, nonattachment, knowledge, skepticism
Pitfalls	Being overly critical, pomposity, impracticality, lacking of feeling/empathy
Addictive Quality	Judgmentalism
Addiction	Being right/tranquilizers

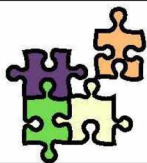
Shadow Side: The unfeeling judge—cold, rational, heartless, dogmatic, often pompous—evaluating us or others and saying we (or they) are not good enough or are not doing it right.

THE FOOL OR JESTER

The Fool/Jester archetype urges us to enjoy the process of our lives. Although the Fool/Jester can be prone to laziness and dissipation, the positive Fool/Jester invites us all out to play--showing us how to turn our work, our interactions with others, and even the most mundane tasks into FUN. The goal of the Fool/Jester is perhaps the wisest goal of all, which is just to enjoy life as it is, with all its paradoxes and dilemmas. What causes most dread in the Fool/Jester is a lack of stimulation and being 'not alive'. They must seek to 'be', perhaps as the Sage, but may not understand this.

Goal	Enjoyment
Fear	Nonaliveness
Dragon/Problem	Play tricks on it
Response to Task	Trust in the process
Gift/ Virtue	Freedom, humor, life lived in the moment, exuberant joy
Pitfalls	Debauchery, irresponsibility, sloth, cruel jokes, con-artistry
Addictive Quality	Inebriation
Addiction	Excitement/cocaine/alcohol

Shadow Side: A glutton, sloth, or lecher wholly defined by the lusts and urges of the body without any sense of dignity or self-control.



Problem and Solution

Purpose: to state one or more problems and provide one or more solutions to the problem.

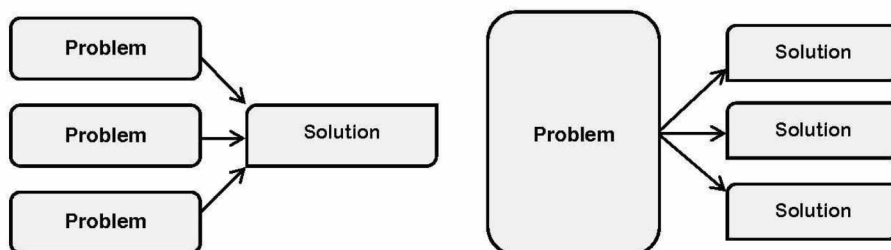
Signal Words and Phrases

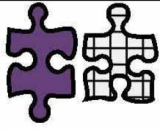
problem	answer	so that
solution	solved	led to
dilemma	cause	issue
puzzle	since	advantage
because	as a result of	disadvantage
question	in order to	

Comprehension Question Frames

1. What is the problem?
2. Who has the problem?
3. Why is it a problem?
4. What is causing the problem?
5. What solutions have been suggested or tried?
6. What are the pros and cons of various solutions?
7. Which solutions worked or seem to have the best chance for solving the problem?

Graphic Organizers





Compare and Contrast

Purpose: to describe what is similar and/or different about two or more subjects.

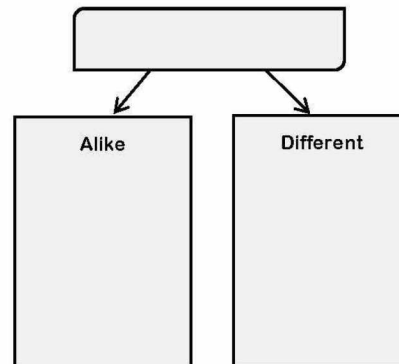
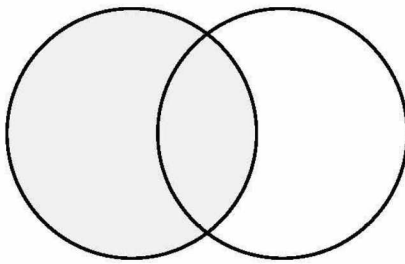
Signal Words and Phrases

both	similarity	either-or
also	opposite	yet
too	different from	on the contrary
just as	compared to	on the other hand
instead of	however	in contrast
but	as opposed to	in comparison
alike	same as	
unlike	despite	

Comprehension Question Frames

1. What subjects are being compared?
2. What is it about them that is being compared?
3. What characteristics of the subjects form the basis of the comparison?
4. What characteristics do they have in common? How are they alike?
5. In what ways are they different?

Graphic Organizers





Cause and Effect

Purpose: explain why or how something happened/happens

Effect = What happened Cause = Why it happened

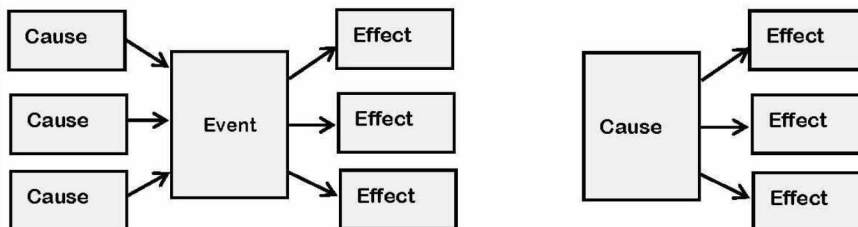
Signal Words and Phrases

because	leads to	on account of
so	consequently	outcome
therefore	when/if - then	effects of
as a result	reasons for	impact
since	thus	influenced by
in order to	due to	
is caused by	for this reason	

Comprehension Question Frames

1. What were the specific events that happened?
2. Why did the events happen? What were the causes?
3. What were the results or outcomes of these events happening? What was the effect?
4. Did prior events cause or influence the main event? If so, in what ways?
5. What is the significance of the event and/or the results (outcomes)?

Graphic Organizers



Zora Neal Hurston

1928

“How It Feels To Be Colored Me”

Vocabulary	Quotes & Connections to Unit Topics:	Analysis: Connections to Course Topics:
	<ul style="list-style-type: none">• Pearson’s Archetypes• Ury’s Third Sider Roles• Johnson’s Claims about Power, Privilege, and Prestige	<ul style="list-style-type: none">• America as a New Eden• Triumph of the Individual• Hope for the Future
<p>Extenuating circumstances: the specific reasons that excuse or justify a person’s actions or conditions.</p> <p>Gallery seating: raised seating in the back of the auditorium or theater.</p> <p>Proscenium: the part of the theater stage in front of the curtain.</p> <p>Parse-me-la: a dance. https://www.youtube.com/watch?v=dpCBMfwAweDI</p> <p>Deplore: Feel or express strong disapproval.</p> <p>Warranted:</p> <p>Heigara: Muhammad's departure from Mecca to Medina in AD 622, prompted by the opposition of the merchants of Mecca and marking the consolidation of the first Muslim community.</p> <p>Assegai: A slender, iron-tipped, wooden spear used by African peoples.</p>		

1. What are your initial responses to the ideas in Hurston's essay?

2. Carol Pearson, author of the archetype handout, says: "Freedom begins the moment we become conscious of the plot line we are living and, with insight, recognize that we can step into another story altogether" (2003, p. 18). She noted that because the world is becoming more complex, people will need to constantly "develop 'a new paradigm, a new self, one that is more effectively aligned with today's realities'" (Quinn qtd in Pearson, 2003, p. 7). She also advocates for discussing how people are not defined by the problems they encounter and that in order to "live a successful life", people must "deprogram [themselves] from outmoded habits ... [and not] see ourselves as victims... [but as] heroes" (Pearson, 2003, p. 8). How do Hurston's experiences exemplify (illustrate or give an example of) Pearson's ideas?

3. **Bonus Question:** How can you connect the ideas in Hurston's essay to something you've read in *CPC* or *Composition & Media* or from your history classes or other English or elective classes?

1. "We had fallen into the trap, up to our necks" (24).

Archetypes & Archetypal Conflicts

- Moishe the Beadle (3-11)
- Eli's Father
- Eli
- Mrs. Schachter (23-28)
- Dr. Mengele (31)
- God
- Angel of Death (34, 38)
- Stein (43-45)
- Pedophiles: Head of Camp & Tent Leader (47,48)
- Akiba Drumer (45, 51)
- Juliek, a Pole (49)
- The Dentist (51-52; 54-56)
- Idek (51-54; 56-58)

Third-sider roles: Eli's father & Eli

- Moishe the Beadle
- Friend & employee of Eli's family in Sighet (14, 20)
- Inmate who gave advice about their ages (30)
- Bela Katz (35)
- The young Pole (41, 44)
- Alphonse (51)
- Young French woman (52-54)
- Poor hero (59-)
- Boy hero

Literature:

- *Hamlet*
- *Book of Job* (45,

Philosophers

- *Slater* (30, 32, 34, 39, 41, 46, 46)
- *Y Gasset*
- *Arendt* (31, 32, 33, 34, 36, 38, 54)

Literary Devices

- Motif of madness
- Motif of withered trees/old tree (25, 37,54)
- Anaphora (34): Never
- Characterization
- Synecdoche
- Motif of soup

1. Friday & Monday: Hannah Arendt's essay, "Total Domination"

- a. Read Jacobus' introduction to Arendt's essay (121-124).
 - i. Jot down: how do you think Arendt's essay will be relevant to the current topics we are studying? What questions do you hope she addresses?

ii. Create a table in your notebook:

Highlight Arendt's assertions or jot down the gist of the quote & page # & define important vocabulary	Identify connections to <i>Night & Slater's</i> essays. <ul style="list-style-type: none"> • Confidantes • Uncivilized & wild thinking • Moral ambiguity • Betrayal • Exile Jot down the relevance of the relationship.	Identify connections to other texts or principles or techniques for analysis. Jot down the relevance of the connection.
So what? Examine how your analysis of the information in this section address your anticipation questions?		

iii. Read, take notes, say something with your collaborative teams:

1. Paragraphs 1-4
2. Paragraphs 5-8
3. Paragraphs 9-11
4. Paragraphs 12-14
5. Paragraphs 15-16
6. Paragraphs 17 – 19

iv. FPR + Thesis

2. Finish *Night* before class next **Friday, April 5**. Continue to take notes in your notebook that will help you analyze your prompt and your essential questions. Write an FPR + Thesis related to the topic you will analyze (from the green sheet) and incorporating answers to several of your essential questions. FPR + Thesis is ticket into Friday's fishbowl.
3. Write thank you notes to your job shadow hosts and put them in an addressed envelope. Bring them to class on **April 5** for credit and I will mail them.
4. Tuesday (Period 4) or Thursday (Period 3): Y Gasset's essay, "The Greatest Danger, The State" or Erich Fromm's essay, "The individual in the Chains of Illusion", or Descartes' essay, "Fourth Meditation: Of Truth & Error", or Jung's essay, "The Personal and the Collective Unconscious"

i. Read, take notes, say something with your collaborative teams:

Friday:

Night Fishbowl Discussion

Appendix I: Student Reflections

1) This unit has helped me to better understand people and how they interact with the world around them. Opening Skinner's Box was very influential because it helped me understand the predisposed instincts humanity has without making them out to be animalistic. Slater believes that although people have strong connections to instinctual reactions, they are still inherently good. In *So Much Pretty* this belief is still upheld because Alice was following what she believed was the right thing to do. The idea of "good" is so slippery and relative that it becomes easily misinterpreted.

2) This idea challenged me. Actually, *So Much Pretty* challenged me as a whole because of the way the author introduces and describes Alice. Since the beginning the reader could tell there was something a little different/off about Alice. The way she asked questions seemed a little sociopathic. She seemed not to understand human emotion or morals which made her malleable. It scared me how easy it is to manipulate children (and even whole towns) into believing faulty versions of the truth, a. The suppression of truth leads to incorrect inferences and in Alice's case, acts of extremist terrorism.

3) In future activities, the use of an open mind is necessary. In the town of Haeden they were so averse to change that they provoked an extreme version of that change. The story of how Ignaz Semmelweis was criticized for his ideas of handwashing could have been completely rewritten if society had been more open and less sensitive to how

Forrest Gump: yes interested
Fried Green Tomatoes: No: interested
The Help: No: interested
Smoke Signals: No: somewhat interested

1) Forrest Gump
2) The Help
3) Fried green tom
4) Smoke signals.

Reflective essay

The things that I have taken away were that in the books *In Cold Blood* and *A Lesson Before Dying* really show responsibility. With the fishbowls that we had, it was really interesting how other people's books represented responsibility. I found people's interpretations of responsibility to be really interesting. With a thought of responsibility to be a burden to some people. If you're forced to have the responsibility to do something, then they could be more likely to refuse and not want to do it. Then with master/slave hierarchy, and someone having the basic needs could then help someone else who isn't getting the basic needs. As in *A Lesson Before Dying*, I saw that Grant was seeing talking to Jefferson was not going to make a difference. Then as they actually started to talk to each other, then Grant saw himself change as well. I thought that what Grant was saying to Jefferson was in a way hypocritical. If he could tell Jefferson those things and hope that he believes it, then why can't he do the same for himself? Also how the transcendentalist essays also represented responsibility, that actually tied into our books.

Things that have challenged, or that have broadened my understanding was everyone's different ideas about what responsibility was. With the fishbowls, everyone has different ideas, and understandings of what things are. Everyone's ideas and the connections of what they've made have been really interesting. I think that having listened to everyone and understanding where they come from with their books has really deepened my understanding for people. Just seeing how differently people think. Seeing how the books have represented one aspect into tons of different ideas.

Forrest Gump: Yes 2 The Help: No
1 Fried Green Tomatoes: No 3 Smoke Signals: No

A Lesson Before Dying by Ernest J. Gaines

My take away from this text is just how much responsibility each person has. We all have responsibilities to ourselves and the close people around us, but we also have a responsibility to society. Each of us make up society and we should work to preserve or improve it to supply an easier and more enjoyable life to the current members of society and future generations. In A Lesson Before Dying the main character, Grant, struggles with this responsibility. The entire novel feels like a struggle between his personal wants and needs and society's wants and needs.

During this unit my views on the individual and society were the most challenged. My novel tackled these issues by showing that we all play a bigger role in society as a whole than we think. By the end of the story Grant and Jefferson were both pretty prominent figures in their small town and left a lasting impact on most of the townsfolk. This helped to show me that individuals can bring people together and truly make a change within society, even people as reluctant to change as Grant and Jefferson.

In future activities I will be able to view things

Essay

My biggest take away from this unit was about the different aspects of society and how it can effect. Two examples of this are in the readings The Book Thief and Never let me go. In The Book Thief Hans is put at risk for not agreeing with societies expectations of a non Jewish citizen. Which later on leads to him being called a coward and people not wanting to accept him. The other example in Never Let Me Go is these kids have been brainwashed by society to act and go a certain way and always living in fear over actually living.

The goals I set for myself were to become a better all around writer, be on time, and get more involved in fishbowl. I've improved greatly on all 3 goals. At the beginning of the quarter I was always in need of help but over time I've become more confident and willing to write and speak in fishbowl. Being on time is gonna take some time but a change is coming.

All the reading we do in class will be the most useful. Just from the few books we've read my vocabulary has expanded so much over time. This will be the most useful because when I speak to people that have different kinds of words in their vocabulary I'll be able to understand what they're saying and respond. Also will prepare me for

MOVIES out of 10

Forest Gump 8/10

Picard greenanto 7/10

The help 4/10

Smash Signals 7.5/10

This unit has helped show me that deeper thinking is important. Not just for understanding other people but yourself as well. Putting more thought into what I was writing caused me to think harder.

Before I had thought of ideas I had before thought were dumb if I'm being honest but made me realize that things are more than I had thought. Most of the ideas were in books or how such small things could change peoples lives for the worse like the environment things are is a just one way they view themselves

Importance of the Third Sider's in Selma

"In the end, we will remember not the words of our enemies, but the silence of our friends."
Martin Luther King Jr.

One important idea from the movie *Selma* is that it is vital that there are people to remind each other of what they are fighting for. On many occasions throughout the movie, everyone had to remember that they were fighting for equal rights, but also that they were going to stop the violence between the white southerners and the black people in the process. This is tested many times throughout the civil rights movement as the people in power tested the african american population by beating them and denying them their basic rights. One example of just how important it is to have these "Third Siders" was when Hosea Williams and John Lewis marched

600 people across the bridge but after they were brutally attacked, some angry marchers wanted to get guns and fight back. Andrew Young asked them “how many of us do you think they gonna kill in retaliation?” (Selma) when explaining that they had to protest peacefully or many people would die for nothing. In this case Young was the third sider as he reminded the marchers why they had to stay with their goal and they could not act the same way the oppressor acted. One of the main 3rd siders from the movie Selma though was Martin Luther King Jr.. King helped organize the marches, speak with the president, and speak as a leader to keep everyone focused on the goal. When he talks to Lyndon B. Johnson, he is insistent that they get the right to vote, but Johnson saying “you got one big issue, I got one hundred and one” (Selma) as he tries to downplay the importance of the problem. Johnson didn’t believe that the issue was very important but King refused to put it off as he explained to Johnson by saying “We must march! We must stand up!” (Selma). Ury also suggests that this is important as he suggests “it is easy to lose sight” (Third Sider Roles). This can impact individuals and society because with these 3rd siders such as King, people were able to fight against oppressors such as the southerners. Without these third siders, people can stray away from their goal and then won't be able to solve the problem or even cause more problems between African Americans and the white southerners. The idea of a Third Sider is important as it shows that “conflicts can be solved, although sometimes very difficult” (Third Sider Roles) if everyone stays on track to achieve their goal, ending oppression in the south.

Appendix J: “Practicum in Restorative Principles”

University of Alaska Anchorage
College of Education
3211 Providence Drive
Anchorage, Alaska 99508-8269

Practicum in Restorative Discipline

2 Credits, Graded P-NP

Summer 2018

Course Sponsor:	Fairbanks North Star Borough School District
Grading Instructor:	Alica Unruh
Instructors:	Dr. Rob Duke, DPA Ron Claassen Roxanne Claassen
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Course Meeting Information	
Location:	West Valley High School, 3800 Geist Road Fairbanks, AK 99701
Start and End Date:	May 30, 2018—December 18, 2018
Class Day(s) & Time(s):	May 30, 2018, 1 pm- 2 pm June 15, 2018 online discussion due: book # 1 (1.5 hr) June 29, 2018 online discussion due: book # 2 (1.5 hr) July 13, 2018 online discussion due: book # 3 (1.5 hr) July 27, 2018 online discussion due: book # 4 (1.5 hr)

August 10, 2018 online discussion due: book # 5 (1.5 hr)
September 28, 2018, Districtwide In-service session, 1-4:30
September 29, 2018, 8pm-4pm
October 1 – December 1 – individual practice
December 3, 4pm-6pm

Final Proj/Paper Due: December 17, 2018

Course Description: This course is designed to provide teachers, administrators, counselors, and support staff with an introduction to ideas associated with how restorative practices can be applied within schools and, also, with support to begin implementing restorative practices within the classrooms and schools. Over the summer, participants will read five texts pertaining to how restorative practices, which will serve as a platform for online discussions with other participants. Discussions will give participants an opportunity to reflect on and examine the theory behind restorative discipline and to outline how they plan to implement restorative practices into their classrooms or schools. Participants will meet in August to discuss their implementation plans. They will reconvene in September to discuss their questions and concerns with the Claassens and work to fine-tune their practice for the remainder of the semester. The final paper will reflect upon the outcomes of this practicum experience.

Intended Audience: K-12 educators, administrators, counselors, and support staff

Enrollment Restrictions: N/A

Course Prerequisite/Co-requisites: None

Informed by the College of Education Vision, Mission, and Conceptual Framework:

We believe that the preparation and support of professional educators is the shared responsibility of the University of Alaska Anchorage and our partners, and that our programs must evolve dynamically in response to unique community needs, research, and continuous program assessment. This PACE course is designed to meet a professional development need in response to our partner school districts and professional organizations. The course fits within the mission of the UAA College of Education as we encourage lifelong learning to meet the challenges of a rapidly changing world.

Link to Standards for Alaska Teachers:

This professional development effort is rooted in the fundamentals of the standards for Alaska Teachers. It is offered to encourage and support practicing educators in attaining, maintaining, or surpassing the standards that, as stated in Standards for Alaska's Teachers, "clearly define the skills and abilities our teachers and administrators need to possess to effectively prepare today's students for successful lives and productive careers." (Mike Hanley, <http://www.eed.state.ak.us/standards/pdf/teacher.pdf>)

Learning Forward Standards for Professional Learning:

This course is informed by the Learning Forward Standards for Professional Learning which outline the “characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results.” As explicit in the standards, “professional learning is for educators to develop the knowledge, skills, practices and dispositions they need to help student performance at a higher level.”
(<https://learningforward.org/standards-for-professional-learning>)

Course Design:

- a. Requires 30 contact hours and approximately 50 hours of engaged learning outside of class.
- b. Does not apply to any UAA certificate or degree program.
- c. No UAA lab and/or materials fees beyond standard charges.
- d. This course will be offered in a blended format, in which participants will be given reading assignments and online platform to familiarize themselves with the concepts and continue in face-to-face meetings to use the discuss and develop implementation plans.

Instructional Goals and Defined Outcomes:

RESEARCH BASED THEORY/PRINCIPLES/PRACTICES/TRENDS (CONTENT)

1.0 Instructional Goal:

Introduce research-based principles and basic structure and types of conflict, methods of conflict identification and resolution.

Defined Outcome:

- 1.1 Participants will examine the nature and positive functions for conflict.
- 1.2 Participants will explore the tools of conflict resolution in a broad manner (e.g. mediation, mediation-arbitration and facilitation)
- 1.3 Participants will uncover the social, political, economic and psychological forces that are at work in conflict
- 1.4 Participants will unlock the tools of several conflicts resolution tools
- 1.5 Participants will unlock the tools of organizational change and organizational evolution (Organizational Design)

THEORY INTO PRACTICE (APPLICATION)

2.0 Instructional Goal:

Provide a collaborative structure for participants to translate the essential principles and components of restorative justice in their classrooms.

Defined Outcome:

- 2.1 Participants will demonstrate knowledge of restorative practices such as how to:
 - o De-escalate conflict
 - o Help offenders increase ownership of their responsibility in conflicts
 - o Use mediation
 - o Repair harm

- Restore equity
- Clarify future intentions
- Create a restorative response to disciplinary issues

2.2 Participants will demonstrate knowledge of strategies in their:

- On-line discussions
- In person meetings in August and September
- Reflective essay

REFLECTION ON THEORY INTO PRACTICE (REFLECTION)

3.0 Instructional Goal:

Engage participants in ongoing discussions of the main tools of conflict resolution, and the political forces that drive conflict.

Defined Outcome:

Participants will analyze and reflect upon the principles and strategies that harness the beneficial aspects of conflict, and reducing negative ones.

RELATIONSHIP TO STANDARDS

4.0 Instructional Goal:

Familiarize participants with the district, state, and national standards addressed by the strategies and concepts presented.

Defined Outcome:

Participants will identify the standards met by implementing the strategies for restorative justice practices.

Writing Style Requirements:

Participants' writing will reflect the clarity, conciseness, and creativity expected of post-baccalaureate certificated educators.

Attendance and Make-up Policy:

Participants are expected to actively and collegially participate in all classes as a contributing member of a learning community. Attendance at every session is, therefore, very important and make-up for missed classes will be approved by the instructor on an exception basis only.

Course Assignments, Assessment of Learning, and Grading System:

Course grading will be PASS/NO PASS based upon the following. Models and rubrics will be provided for each assignment.

- a. Participation and Collegial Support 50%
Participants will be expected to actively and collegially participate in discussions, activities, and other process experiences during the seminars and group sessions

- b. Reflective Paper 15%
Participants will complete a brief thoughtful, reflection of their current practices in light of the theories and strategies presented.
- d. Application and Assessment 35%
Participants will work with partners/teams and independently to produce student lead discussions and exercises based on independent readings.

Quality of Work

Assignments, projects, papers, presentations, etc. will be graded for quality as follows:

PASS work is complete, comprehensive, and well prepared; clearly indicates that time and intellectual effort was expended in preparing the assignment.

NO PASS work is incomplete or chronically late; in inappropriate format; does not meet course standards, shows limited effort and understanding.

Course Calendar/Schedule:

- May 30 Introduction
 - Main overview of the topic
 - Distribution of the books for independent reading
 - Setting up online platform for summer discussions
- June 15 Online discussion on book #1
- June 29 Online discussion on book #2
- July 13 Online discussion on book #3
- July 27 Online discussion on book #4
- August 10: **Unconference Session**
 - Discuss each member's plans for implementing restorative practices.
 - Arrange for new members joining the class in the fall to read and respond to the five texts & to implement a restorative practice before the Claassens' workshop.
 - Discussion on book #5
- September 28: **Districtwide Inservice - attend one of the offered sessions with the Claassens**
 - **General Overview Session**
 - Introduction to Restorative Practices
 - Discussion on their work in restorative justice and the book "Discipline That Restores".
 - Question & Answer

- **General Session for Teachers**

- Discussion on the theory, skills, and strategies to implement DTR in the classroom
- Introduction to mini-lectures, discussion, and skills that will make participants progressively competent and confident with the practice
- Question & Answer

September 29: **Claassen Workshop for Restorative Practices Practicum Class**

- Questions and answers about the practicum experiences.
- Techniques and strategies for participants to become progressively competent and confident with implementing restorative practices ("Discipline That Restores: 4 Day Training". restorativejusticediscipline.com).
- Discussion on how to train students in the skills and strategies that will prepare them to fully participate in the DTR process as well as to become mediators for the classroom or school (using "Discipline That Restores model")

December 3: **Final Reflection**

- **Final Discussion**
- **Reflections on practices:**
 - **What worked?**
 - **What was problematic?**
 - **Where do we go from here?**

Related Professional Organizations:

Fresno Pacific University – The Center for Peacemaking and Conflict Studies

Course Texts, Readings, Handouts, and Library Reserve:

Required Text/Materials:

Claassen, R., & Claassen, R. (2008). *Discipline That Restores*. Charleston, SC: BookSurge Publishing.

Crawford, D., & Bodine, R. (2012). *Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings*. Published jointly US Department of Justice, Office of Juvenile Justice and Delinquency Prevention, and US Department of Education, Safe and Drug-Free School Program, Washington, DC.

Smith, D., Frey, N., Pumpian, I., & Fisher, D. (2017). *Building Equity: Policies and Practices to Empower All Learners*. Alexandria, VA: ASCD.

Hopkins, B. (2015). Ed. *Restorative Theory in Practice: Insights Into What Works and Why*. Philadelphia, PA: Jessica Kingsley Publishers.

Curwin, R. L., & Mendler, B. D. (2018). *Discipline with Dignity: How to Build Responsibility, Relationships, and Respect in Your Classroom*. 4th Ed. Alexandria, VA: ASCD.

Content References:

Davis, M. (2015, October 29). Restorative Justice: Resources for Schools. Retrieved from <https://www.edutopia.org/blog/restorative-justice-resources-matt-davis>

Payne, A. A., & Welch, K. (2018). The Effect of School Conditions on the Use of Restorative Justice in Schools. *Youth Violence and Juvenile Justice*, Vol 16, Issue 2, pp. 224-240. Online. Retrieved from <http://journals.sagepub.com/doi/abs/10.1177/1541204016681414>

Johnson, D. W., & Johnson, R. T. (2012). Restorative Justice in the Classroom: Necessary Roles of Cooperative Context, Constructive Conflict, and Civic Values. *Negotiation and Conflict Management Research*, Vol. 1, Issue 5, pp. 4-28. Retrieved from <https://onlinelibrary.wiley.com/doi/full/10.1111/j.1750-4716.2011.00088.x>

Hopkins, B. (2002). Restorative Justice in Schools. *Support for Learning*, Vol. 17, No. 3., pp. 144-149. Retrieved from <http://sharepoint.tcrsb.ca/ycmhs/webpage/RA/Relevant%20Literature/Restorative%20Justice%20In%20Schools.pdf>

Johnstone, G., & Van Ness, D. (2013). *Handbook of Restorative Justice*. London, UK: Villan Publishing.

Standards References:

Alaska Comprehensive Center. (2012). *Guide to Implementing the Alaska Cultural Standards for Educators*. Juneau, AK: Alaska Department of Education and Early Development.

Alaska Native Knowledge Network. (1998). *Alaska standards for culturally responsive schools*. Fairbanks, AK: University of Alaska Press.

Learning Forward. *Standards for professional Learning*. Online. Retrieved on 10/9/2017 from <http://learningforward.org/standards-for-professional-learning#.VyvT9U32aJc>.

Appendix K: DTR & CHAMPS Comparison

<p>Ideas from the CHAMPS approach <i>Sprick, Randy. CHAMPS: A Proactive & Positive Approach to Classroom Management. Pacific Northwest Publishing. 2009. ISBN: 978-59909-030-6</i></p>	<p>Connections to <i>Discipline That Restores & Other Restorative Resources</i></p>
<p># 1: “STOIC” S: Structure (organize) your classroom to prompt responsible student behavior. T: Teach your expectations regarding how to behave responsibly. O: Observe whether students are meeting expectations (monitor!). I: Interact positively with students. Provide frequent noncontingent attention to build relationships. C: Correct misbehavior fluently...calmly, consistently, immediately, and, as much as possible, privately” (viii).</p> <p># 2: “In 1900, high school graduation rates were only 6 percent” (2).</p> <p># 3: “More than 100 years later, graduation rates are about 71%. Schools are under tremendous pressure to successfully educate all students, including those who, years ago, would have left school because of academic or behavioral problems” (2).</p> <p># 4: “Develop (or fine tune) an effective classroom management plan that is proactive, positive, and instructional” (2).</p> <p># 5: “CHAMPS...does have one absolute rule: Students should be treated with dignity and respect” (3).</p> <p># 6: “Stoic [means] ‘tending to remain unemotional, especially showing admirable patience and endurance in the face of adversity” (40).</p> <p># 7: “CHAMPS C: Conversation -Can students talk to each other? H: Help - How do students get their questions answered? How do they get your attention? A: Activity- What is the task or objective? What is the end Product? M: Movement - Can students move about?</p>	<p>Chapter 3 of CHAMPS: “Management Plan-Prepare a Classroom Management and Discipline Plan that summarizes your important information, policies, and procedures” (xv) = Respect Agreement.</p> <p>Chapter 4 of CHAMPS: Expectations-When your expectations are clear, students never have to guess how you expect them to behave” (xv) = Respect Agreement.</p> <p>Chapter 9 of CHAMPS: Correcting- “When you treat student behavior as an instructional opportunity, you give students the chance to learn from their mistakes” (xv) = Respect Agreement.</p> <p>#4 Connects to Ury- “The motto of the third side is thus: ‘Contain if necessary, resolve if possible, best of all prevent” (Why We Fight & How We Can Stop 113). My 2018-2019 high school students noted that our respect agreement addresses how to prevent misbehavior or conflict.</p> <p># 5 Connects to Ury-“Respect Them Even If” It is tempting to meet rejection with rejection, personal attack with personal attack, exclusion with exclusion. The challenge is to surprise others with respect and</p>

<p>P: Participation - What the expected student behavior look and sound like? How do students show they are fully Participating?</p> <p>S: Success - If students follow the CHAMPS expectations, they will be successful” (4).</p> <p># 8: “Response to Intervention (RTI) is a framework for ensuring that a student who is experiencing behavioral or academic problems does not go unnoticed and that once noticed, the difficulties are addressed by school personnel” (5).</p> <p># 9: “Positive Behavioral Support and functional analysis view systems, settings, and lack of skill as parts of the problem & work to change those. PBS approaches are characterized as long-term strategies to reduce inappropriate behavior, teach more appropriate behavior, and provide contextual supports necessary for successful outcomes” (5).</p> <p># 10: “Be prepared to teach soft skills. Soft skills include how to handle disagreements between teacher and student and between students, how to respond to authority without shutting down, how to keep voice levels low, and how to show respect for others...Experienced teachers in high-risk schools say you should be prepared to teach these skills every hour of every day” (9).</p> <p>#11: “Be an effective teacher...by striving to implement fast-paced, engaging lessons with frequent opportunities to respond” (9).</p> <p>#12: “Effective teaches spend more time promoting responsible behavior than responding to irresponsible behavior” (19).</p> <p>#13: “Effective teachers recognize that misbehavior (especially any chronic misbehavior) occurs for a reason, and they take that reason into account when determining a response to the misbehavior” (20).</p> <p>#14: “Misbehavior Occurs For a Reason” (21).</p>	<p>inclusion <i>even if</i> they are difficult (Getting to Yes With Yourself 8).</p> <p># 6 Connects to George Thompson’s ideas about Verbal <i>Judo</i>...the language that he adopts when he is acting in the capacity of a police officer (teacher) removes him personally from the conflict (goes to the balcony-Ury’s idea) & is able to interact with the offender as if the offender were not negatively impacted by deficient skills or harmful attitudes or disruptive behaviors.</p> <p># 8 Connects to the Flow Chart in the Claassens’ book, <i>Discipline that Restores</i>...DTR also explains how discipline in the classroom connects and is supported by other school personnel & parents/guardians & community.</p>
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#15: **“Implement Unpleasant Consequences-** implement corrective consequences that will make exhibiting misbehavior more unpleasant for the student. Examples include the following:

Use a system of demerits (three demerits result in an after-school detention, for example).

Take away fifteen seconds of recess (or other fun or choice activity) for each infraction.

Use a classroom point system and institute point fines for particular infractions.

Contact the student’s parents about behavior problems” (22).

#16: **“Modify Conditions** (organization, schedule, physical structure, and so on) to encourage more responsible behavior and discourage the irresponsible behavior. Staff select one or two actions from the following:

Give the student a high-status job (to be performed daily) that will increase his sense of power and purpose in school.

Because the student seems to behave better during teacher-directed instruction, consider arranging for a greater percentage of his daily schedule to be teacher-directed instruction.

To mitigate the possibility that the student is misbehaving because he is frustrated by academic difficulties, arrange for him to receive private tutorial assistance in his most difficult subjects.

Assign the student a different place to sit in the room. Tell all staff to make an effort to give the student very clear directions.

Remind staff to avoid power struggles with the student (23).

#17: **Implement procedures designed to encourage responsible behavior.** Staff select one or two actions from the following:

Tell all staff that whenever the student exhibits responsible behavior, they should give him specific praise.

Ask all staff members to make an effort to give the student frequent, unconditional, positive attention.

Remind all staff to privately praise the student when he follows directions without arguing.

#18: **“Remove any aversive aspects of exhibiting**

#15-An alternative that is restorative is to use the **Peacemaking Process** (Yellow Cards); I-Messages...

“Agreements made and kept build trust”. **Circles** can also be used.

Implementing Unpleasant Consequences is still a “done to” approach to educating instead of a “done with” approach (Wachtell visual).

It is authoritarian instead of authoritative.

It is controlling instead of empowering.

Doesn’t “repair harm & make things right” (Claasens).

Doesn’t give the child a chance to **atone** for the harm and to **reintegrate** intact & whole back into the community.

#15 - # 18 : This entire section implies that someone in authority, like the principal or counselor, is making these decisions without much input from impacted staff, from the student or from the family.

Takes away the opportunity for all impacted by the harmful behavior to talk about how the behavior has harmed them (and the class), to express their concern for the offender, to brainstorm solutions with the offender that are authentic to that particular child and to those who have been impacted. People are more likely to express genuine praise when they notice a positive change if they have had a chance to be part of the conversation.

Some of these solutions are good and will probably come up in a circle discussion anyway.

Ownership of the solution will empower both the offender and

<p>responsible behavior. Staff select one or two actions from the following:</p> <ul style="list-style-type: none"> Modify the student's academic assignments so that he can succeed. Correct the student before he makes an error (for example, privately say to the student, 'this is the type of work period where you need to try to stay calm and work with me without arguing. Let's have a good day today'). Teach particularly difficult assignments to the student prior to presenting the assignment to the class. Prearrange times during the day when the student can privately ask teachers questions or get assistance so he does not have to do so in front of his peers. Remind staff to avoid publicly praising the student for following directions" (24). <p># 19: "Remove any positive aspects of exhibiting irresponsible behavior. Staff select one or two actions from the following:</p> <ul style="list-style-type: none"> Remind staff to avoid engaging in arguments with the student. Provide training as necessary. Train other students to ignore situations in which the student begins to argue. Train staff to maintain instructional momentum so the student doesn't get attention from peers when he attempts to argue" (24). <p>#20: "Implement effective corrective consequences designed to reduce irresponsible behavior. Have all staff respond to the student's arguing with the following procedures:</p> <ul style="list-style-type: none"> Give the student a warning when he begins to argue. ('This is an example of arguing'). Calmly implement a corrective consequence when the student continues to argue after the warning. Ignore any further attempts by the student to engage in arguing. Redirect the student to the activity he should be engaged in. Keep accurate records of the number of times and the duration of each arguing incident (25). <p>#21: "When you implement effective instruction...along with positive feedback..., you motivate students to demonstrate their best behavior. The concepts presented here can help you maintain the motivation of students</p>	<p>those who have been harmed...they will be more invested in carrying it out and will feel a greater sense of accomplishment if and when it works.</p> <p>#19: Instead, teach staff to practice and model de-escalation techniques & switch gears so that the issue can be addressed in real time and discussed in more detail and with a full process later. George Thompson (Verbal Judo) William Ury (<i>Getting to Yes, Getting Past No, Getting to Yes for Yourself</i>).</p> <p>#20: Use with language from the classroom Respect Agreement. This is an example of how to show</p>
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who already follow the rules and do their best on assignments, increase the motivation of students who do nothing or only enough to get by, and motivate responsibility in students who tend to misbehave” (26).

#22: “Teachers must discover what is real with students...and use these connections to ‘pull out the student’s potential’...If you don’t connect to their reality and what they currently know and believe, you will not connect enough to motivate them to strive for success. St. Thomas Aquinas stated this as: ‘When you want to convert someone to your view, you go over to where he is standing, take him by the hand, and guide him’” (27).

#23: “As the students becomes more proficient, plan to fade the use of extrinsic motivators in favor of more natural consequences. If you do not fade the extrinsic rewards, the behavior is unlikely to be sustained because the teacher will not always be around to provide extrinsic incentives” (28).

#24: “A person’s motivation on any given task is a product of both how much the person wants the rewards that accompany success and how much he or she expects to be successful” (28).

#25: “If the student does not *believe* that he or she can succeed at behaving responsibly or completing assignments...his motivation will be low or nonexistent as a result” (29).

#26: “Whenever a student has no motivation to do something (complete work, participate in class discussions, behave responsibly), you should try to determine whether the lack of motivation stems from a lack of value, a lack of expectancy, or a lack of both” (29).

#27: “Task 4: Develop Guidelines for Success- Develop and plan to actively share with your students guidelines that describe basic attitudes, traits, and behaviors that will help students be successful in your classroom and throughout their lives” (34).

#28: These “Guidelines for Success should reflect broad and -for want of a better word- noble ideals...[many]

respect by # 5“Be[ing] prepared for class and do[ing] our best by staying on task, taking the course seriously, & purposefully and thoughtfully completing our work; put in effort to understand the material. Pay attention to details” (Sprinkle Respect Agreement Spring 2019).

20: “*Of all the human needs, few are as powerful as the need to be seen, included, and accepted by other people. This is why being shunned or banished is among the most painful punishments to endure, a social death*”. -(Allan Johnson- “What Can We Do?”; *Power, Prestige, and Difference*”).

Ignoring doesn’t correct/address the problem.

Ignoring silently approves of it.

Ignoring doesn’t recognize the dignity of the person.

#20: Use I-Message

#20 *You Can’t Bloom Until You Maslow*...underlying needs for food, sleep, water, safety, belonging & acceptance. All those “deficiency needs” should be met before a person can truly focus on learning.

23: This seems to tie to how we grade at the high school in some way...balance between formative assessments & summative assessments...how do kids receive feedback...what type of feedback motivates them & their parents...some unethical behavior comes from kids & parents competing against others to receive the best GPA or scholarships or other awards...

students...lack the knowledge of or motivation to exhibit traits that educators want, need, and expect students to have, such as staying focused on a task or choosing a hard task over a more entertaining one because of the long-term benefits...having these guidelines has been shown to benefit all students and may decrease the number of other supports your students need (Fairbanks & Sugai, 2007)” (35).

#29: “Guidelines for Success:

Be responsible.

Always try.

Do your best.

Cooperate with others.

Treat everyone with respect (including yourself) (35).

#30: “Guidelines for Success are different from classroom rules. Rules pertain to specific and observable behaviors, and they generally have consequences associated with failing to follow them, whereas Guidelines for Success function more like values, goals, and principles” (36).

31: “Maintain Positive Expectations...force yourself to substitute a more positive way of thinking or speaking” (40-41).

32: “Maintain a positive but realistic vision of student behavior” (42).

33: “Don’t take it personally...try to remain objective. You are not the cause of the problem, but you do offer the best hope of positively [impacting the student’s behavior]. You are a professional and...can solve any problem” (43).

34: “Consult with colleagues” (43).

35: “ When students are successful their sense of accomplishment can be so satisfying that they are more motivated to behave responsibly” (44).

36: “Research has shown a clear link between inferior instruction and poor student behavior (Brophy & Good, 1986; Martella et al., 2003) (44).

“Be clear about what students are to learn and explain

26: Use of a private conversation between student and teacher could help address this conflict. Teacher could begin by saying something like, “I asked you to meet with me because I am concerned that you are not completing your assignments and I worry that without practicing the concepts along the way you will not gain the skills you need to complete the assignment due at the end of the quarter”...Have the student paraphrase back & then present his/her view of the conflict. Then problem solve and create some kind of action plan.

#27: DTR would have teachers work with students to create a Respect Agreement.

#28: Same argument can be applied to the Respect Agreement.

#29:

Model Respect Agreements form Claassens

My Respect Agreement

“Rights & Responsibilities” from *Conflict Resolution Handbook*

(scanned into JUSTICE 698 folder).

#30: *Is this true of the Respect Agreement?*

why the task or behavior will be useful to students” (46).

“Relate new tasks to previously learned skills” (46).

“Give students a vision of what they will eventually be able to do” (47).

“Rally the enthusiasm and energy of students, particularly when asking them to do something difficult or challenging” (47).

“Actively involve students...

...Giving students lots of opportunities to respond to a teacher’s instructional questions, statements, and gestures decreases problem behavior and increases academic achievement (Brophy & Good, 1986; Engleman & Becker, 1978; Gunter, Coutinho, & Cade, 2002; Lewis et al. 2004).

Opportunities to Respond (OTRs):

Break complex problems into smaller chunks and have students provide answers to each small part of the problem.

Ask drill-and-practice questions from note cards and have students provide brief choral or individual answers.

Provide a question and have the students write the answer on a small whiteboard. They can hold it up to show you when they have the answer.

Mix brief, fast-paced, teacher-directed review of previous material into every lesson.

Ask a question and then draw students’ names from a jar (48)..

According to the Council for Exceptional Children, the optimal rate of OTRs is four to six per minute of instruction on new material with 80% accuracy...” (48).

37: “Organization: When you have well-organized routines and procedures for your classroom, you model and prompt organized behavior from your students” (63).

38: “...seven critical times and issues are:

Entering class.

Opening activities (Middle School [by class period])

Opening activities (Elementary School [at the beginning of the day]).

Dealing with students not prepared with materials.

Dealing with students returning after an absence.

Procedures for End of Day or End of Class Period

Dismissal (80).

#31: Connects to Ury-“**Respect Them Even If**” (*Getting to Yes with Yourself*). Gets to the idea that you should convey a dislike of the action and not the person. Also gets to difference between Shame and Guilt...shame incapacitates a person (they are bad or unworthy or unlovable); guilt can be empowering for a person (what I did was bad and I can repair the harm).

#33: George Thompson’s *Verbal Judo*. Language stems that mentally prepare him to act as a professional (teacher, police officer) in the offending person’s best interests to help them make better choices (the choices they would make if they weren’t hungry or embarrassed or angry or sad or bullied or compromised by drugs). Gets to the question in Ury’s book *Getting to Yes for Yourself*...what are our true goals as teachers...do we want to control kids’ behavior or give them the tools and guidance to learn how to control themselves?

36: Kagan Strategies; protocols in Making Thinking Visible

#39: "If chronic tardiness involved only one or two students, ...it is probably more effective...to ask your administrator for help in putting pressure on the family to get the student to school on time" (85).

#40: *Skills for School Success* by Anita Archer & Mary Gleason. "...curriculum teaches strategies for organization and studying that will enhance academic achievement of all students" (93).

41: "If you have worked at building relationships with your students, they will not want to disappoint you. You send a powerful message about responsibility when you stand right beside a student and provide positive feedback on the student's demonstration of responsibility or express disappointment at his or her lack of [responsibility]" (93).

42: "It is no accident that the major time-management systems used by adults include check-off boxes on the list of daily tasks so each can be checked off when it's completed" (95).

43: "An effective management and discipline plan is not a canned program or a static entity. It is a framework that supports a variety of rituals, routines, rules, consequences, and motivational techniques you can use to ensure that students are academically engaged and emotionally thriving" (107).

44: "Decide who will have input into the rules" (115).
"Student-developed rules is that the process itself may give students a greater sense of ownership in the classroom" (115).

"Students tend to create too many rules and rules that are overly restrictive" (116)

"Start by having the class brainstorm possibilities, then state them in positive terms (if possible) and select a set of three to six that are the most important" (116).

"You do not have to have a rule for every possible misbehavior that might occur-only those that are most likely to occur" (116).

"Rules should be stated positively.

Rules should be specific and refer to observable behaviors.

Plan to teach your rules using positive and negative

#39: This is not a restorative approach and removes opportunities for all impacted to identify underlying causes for the chronic behavior, to voice their concern and frustration as those impacted by the chronic behaviors, & to offer solutions. Claassens' Flow Chart

examples.

Rules must be applicable throughout the entire class period.

Rules should be posted in a prominent, visible location” (116).

#45: Example:

“1. Come to class every day that you are not seriously ill.

2. Keep hands, feet, and objects to yourself.

3. Follow directions the first time they are given.

4. Stay on task during all work times” (115).

46: “Rules should be stated positively:

Positively stated rules communicate both high expectations and an assumption of compliance.

They set a more positive tone.

Clearly stating what you want students to do [or them stating what they want each other and teachers to do] ensures that students know the expected behavior and sets the stage for student success” (117).

47: “Rules should be specific and refer to observable behaviors.

Infractions of those rules have consequences” (117).

#48: “When you speak to an individual student about a rule violation, point or refer to the rules as you speak to him or her.

The act of orienting the student’s attention to the rules reduces the sense of negative personalization.

[Drawing attention to the rules] implies that you are simply enforcing the classroom rules.

Indicating the rules decreases any intense eye contact between you and the student.

This make eye-contact, break eye-contact pattern can also reduce the possibility that the student will argue with you about the rules (119).

shows a way to have a family meeting that involves all people impacted by chronic disruptive behavior. Sprick’s advice once again disempowers teachers...hands over the problem to an administrator & doesn’t allow for true resolution for the teacher.

40: Students need direct instruction for discipline, self-management, study skills (especially if some of those skills are not modeled or emphasized at home).

44. R. Duke’s anecdote about working with rookie cops. Mentor gradually increases opportunities to make decisions. Makes sense in elementary school...much more teacher-driven and controlled for younger kids.

Roxanne Claassen explains this in her video

(<https://www.youtube.com/watch?v=SEkm4QVdACY>)

“What would it look like, sound like, be like if

Address the four quadrants”

Roxanne’s Examples (Hard Copy)

Sprinkle’s Example (Electronic)

Amy Gallaway’s Innovations

Class’s independent decision to use the Respect Agreement model to create a set of behaviors that identify the behaviors that are respectful when people are giving presentations.

Respect from Audience for Speaker

Respect from Speaker to the Audience

Respect for Assignment & Teacher
Respect from Teacher for Speaker

#46: Examples of how to ask for compliance in a positive way that sets kids up to make good choices:
“Would you consider using option three or four to work through the conflict?”

“Would you consider putting away your cell phone so that you can devote your full attention to this activity?”

“Can I help you concentrate by putting your cell phone on my desk until the end of class?” (Suggestions from Peggy Powell and Dave Foshee based on the book *Parenting with Love & Logic*.)

#47: Expectations in my syllabus. When you are absent, email me to inquire if there is work you should complete before you return and to submit long-term assignments that came due during your absence.

Additional Resources:

Brophy, J.E. & Good, T. L. (1986). Teacher behavior and student achievement. In M.C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 328-375). New York: Macmillan.

Fairbanks, S., Sugai, G., Guardino, D., & Lathrop, M. (2007). Response to intervention: Examining classroom behavior supports in second grade. *Council for Exceptional Children*, 73, 288-310.

Martella, R.C., Nelson, J.R., & Marchand-Martella, N.E. (2003). *Managing disruptive behaviors in the schools*. Boston: Allyn & Bacon.

Ask Library/Media about this.

<p>Sprick, Randall & Mickey Garrison (2008). Interventions: Evidence-Based Strategies for Individual Students. Pacific Northwest Publishing.</p>	
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Appendix L: Proposed Pathway Classes

1. Ethics & Conflict Resolution

- <https://community.ksde.org/LinkClick.aspx?fileticket=6GYNXBsJmm0%3D&tabid=3708&mid=14592>
- **Pilot Course Proposed 11/15/18.**
- **Rationale:**
 - The district is examining our existing discipline policies to determine if current practices fit our educational objectives. This course would examine conflict as not only difficult and uncomfortable but also as an opportunity. With more knowledge and skills, people often have the power to choose to respond positively and productively to conflicts.
 - This course would proactively teach students various ways to both de-escalate and mediate conflicts.
 - This course would introduce students to various ethical systems so that they can consciously rely upon principles:
 - To guide their behavior
 - To identify, create, and follow through on personal goals
 - To determine what to do when values collide
 - To use restorative practices to think about how to ethically address harm and make situations more just for both victims and offenders (*Retrieved from:*
<http://josephsoninstitute.org/med-introtoc/>). .
 - This course could be both a foundational course for the *Justice, Public Service, & Education Pathway* and a general elective course. It could be a prerequisite for the pilot course proposal named Performance Psychology Skills for Careers Related to Human Services.
 - **Filling Gaps:**
 - I have been teaching a mini-unit in ethics in all of my English classes since last year based on a section from Jocelyn Pollock's book, *Ethical Dilemmas and Decisions in Criminal Justice*. Students have consistently used the ideas from this mini-unit to assess conflicts in the literature and non-fiction we read. Many have mentioned that they would like to take a course devoted to applied ethics.
 - Although the concept of restorative practices is not new, it is also not familiar. This course would give more students a chance to become familiar with and practice restorative practices.

- Restorative practices improve a community’s climate because they focus on recognizing injustices, repairing harm, and restoring equity. Johnson & Johnson conducted a study over the span of thirteen years. They documented that students who were taught conflict resolution strategies not only used them, but also demonstrated academic improvements. Conflict resolution strategies require critical thinking skills and empathy.

- **Course Description:**

- “Making decisions that are ethical requires the ability to make distinctions between competing choices...Principled decision-making [can be] based on six common values called the ‘Six Pillars of Character’: trustworthiness, respect, responsibility, fairness, caring and good citizenship. *The Six Pillars* are the basis of ethically defensible decisions and the foundation of well-lived lives” (<http://josephsoninstitute.org/med-intro/toc/>). Students will use lessons pertaining to each pillar and to the concept of restorative practices to “become equipped to understand and implement conflict and peacemaking theory, skills and strategies...This class will enable students to develop practical skills that will help them respond constructively to conflicts in many areas of their own lives as well as help others” (Claassen & Claassen, 2015).

- **Learning Objectives:**

- **Ideas from the Josephson Institute that could be scaffolded up into later courses:** <https://store.charactercounts.org/wp-content/uploads/sites/10/2018/07/Model-Standards-Rev2013.pdf>
 - If this course is approved, I would dig in deeper to divide these objectives out through the pathway courses.

1. Health Standards

NPH-H.9-12.5 USING COMMUNICATION SKILLS TO PROMOTE HEALTH

Students will demonstrate the ability to use interpersonal communication skills to enhance health--

- Demonstrate skills for communicating effectively with family, peers, and others.
- Analyze how interpersonal communication affects relationships.

- Demonstrate healthy ways to express needs, wants, and feelings.
- Demonstrate ways to communicate care, consideration, and respect of self and others.
- Demonstrate strategies for solving interpersonal conflicts without harming self or others.
- Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.
- Analyze the possible causes of conflict in schools, families, and communities.
- Demonstrate strategies used to prevent conflict (Retrieved from https://www.educationworld.com/standards/national/nph/health/9_12.shtml)

Ideas from the Makkula Center for Applied Ethics at Santa Clara University:

- The ability to name a virtue, describe the cognitions and behaviors that make up this virtue and recognize the situations in which it is needed.
- The understanding that virtues and one's ability to act on them can improve over time.
- The motivation to integrate virtues into problem-solving and decision-making in all aspects of one's life.
- The frequency and efficiency of expression of one's virtues.
- The appreciation that the values of individuals and communities can vary by culture, religion, life experiences, and personal needs (e.g., needs for security, growth, and belonging).
- The willingness and ability to engage in civil discourse about differences in opinion about ethical issues (Retrieved from <https://www.scu.edu/character/character-education-framework/>).

4. Content Outline:

Week One: Creation of A Respect Agreement & Personal Goal Setting

Unit 1. CHANGE REQUIRES EFFORT

“An important 21st Century character strength is the willingness to initiate and adapt to change. To do well in school and the workplace, individuals should strive for continuous improvement, change bad habits to good habits, and persevere in the face of challenge. They need to develop a sense of agency. Rather than feeling a victim of the circumstances, young people recognize that change is possible and they can steer their lives in the direction they desire. They can resist negative peer pressure, fight addiction, escape abusive relationships, and pursue personal and academic goals. Resilient individuals see life transitions, such as moving to a new city or country, as a growth opportunity. Their flexibility and openness to new experiences help them cope with stressful situations”.

Unit 2. COURAGE REQUIRES FORTITUDE

Courage is the mental ability to do something despite one's fears to benefit the well-being of oneself or others. While courage involves the willingness to take risks, it is considered a virtue

only if the risk-taking behavior is for a reason rather than for a thrill. There are “small” acts of courage, such as not being afraid to ask for help or learning a new sport. There are “bigger” acts of courage such as standing up to popular kids who bully a lonely kid, admitting cheating on a test, and fighting for human rights in a country that does not support equality.

Unit 3. KINDNESS REQUIRES EMPATHY

Kindness is the desire to protect and promote the welfare of others. Kind individuals say or do things to lift others’ spirit, get them out of trouble, and mend conflictual relationships. Kind behavior resides in the understanding of others’ feelings. Kind people are competent observers – they take the time to listen attentively and grasp the situation. They show the commitment to treat every person with respect, dignity, and courtesy, and they are motivated to give or share something with others for the joy of giving rather than anticipated social recognition or a reward.

Week 8: Revisit Respect Agreement & Individual Goals

Unit 4. INTEGRITY REQUIRES WHOLENESS

Integrity connects self-image to ethical behavior. The person with integrity is someone who acts in a way that is faithful to his/her values, beliefs, and principles. This person achieves a state of harmony or lack of internal conflict. Integrity depends on the accurate perception of one’s strengths, limitations, life goals, and beliefs and the willingness to work towards self-actualization within the limits of social norms and ethical standards. Integrity also requires honesty. A person who consistently is dishonest with oneself or others is likely to encounter situations in which he or she would act in a manner inconsistent with one’s needs or worldviews.

Unit 5. JUSTICE REQUIRES RESTRAINT

Justice provides a perspective for what individuals think and do in a society that protects the dignity, freedom, and welfare of all its members. Justice means treating people in a way that does not favor some over others. It depends on the understanding that all human beings should be equally entitled a range of civil, political, social, economic and cultural rights. Justice requires the self-regulation of one’s own emotions, thoughts, and behavior to show fairness, courtesy, respect, and compassion to all individuals regardless of economic disparity or of class, gender, race, ethnicity, citizenship, religion, age, sexual orientation, disability or health.

Unit 6. LEADERSHIP REQUIRES ENGAGEMENT

Leaders promote the welfare of others when they act as moral role models who provide support to others. They dedicate their time and talent to voice their opinions about moral issues, and initiate and participate in civil discourse and projects that benefit the community. Leaders need to show a high level of engagement with their communities to deeply understand others’ point

of views, needs, and concerns. They demonstrate curiosity and eagerness to learn about the world. Their concern for others motivate them to go above and beyond their defined roles and duties. They are able to set aside their self-interest and work for the benefit of community members, the natural environment, or the greater society. Benefiting the greater good is embedded in young people's sense of purpose.

Unit 7. RESOURCEFULNESS REQUIRES INITIATIVE

Resourcefulness is the ability to use one's imagination, creativity, and ingenuity to solve problems. Resourcefulness depends on initiative – the capacity for thinking of and acting on one's own new ideas. Resourceful individuals independently seek to expand their learning. They apply their knowledge to finding new ways to do things. They persevere and keep a focus on the problem-solving process when they struggle to find solutions. Resourceful individuals can think about new ways for helping other people and the natural environment. They use old materials to build new tools. They identify new ways to build caring social networks, and new strategies for coping with stressful situations. Resourceful individuals are self-reliant – they are willing to rely on their abilities and resources rather than those of others. They show agency in their entrepreneurial and forward thinking to proactively anticipate challenges and prepare for college, career, and personal relationships.

Unit 8. RESPONSIBILITY REQUIRES ACTION

Responsibility the virtue that enable young people to act as autonomous, healthy, competent, and trustworthy individuals. There are two sides to responsibility: personal and social. Personal responsibility is the capacity to carry out activities with fidelity in a timely fashion. It means keeping one's promises, fulfilling one's duties, and developing healthy life habits. Personally responsible individuals hold themselves accountable to the results of their actions. They comply with the law, social norms, safety regulations, and ethical standards. They have a "growth mindset" – they are willing to put effort to accomplish something, work hard and persist to achieve goals and they do not blame others for their failures. Social responsibility means taking on roles that support the functioning of one's family, class, social group, and community. Socially responsible individuals are commitment to fulfill the duties of a citizen, including the actions and attitudes expected by democratic governance. They commit themselves to transparency – disclosing the information needed to maintain high quality performance or decision of groups" ("Character Education Framework, 2018, Retrieved from <https://www.scu.edu/character/character-education-framework/>).

Week 18: Final Self-Reflection Paper

Reflection Paper

A Reflection Paper is an analytical piece of academic writing, which includes your thoughts about an experience.

This type of essays consists of 3 parts:

- **Description** – *The author gives an account of the relevant characteristics, qualities, events or activities that created the experience.*
 - **Personal Contemplations** – *The author assesses his or her personal involvement with the experience.*
 - *Personal variables: What one recognizes about his or her strengths and weaknesses in learning and processing information.*
 - *Task variables: What one knew or figured out about the nature of a task and the processing demands required to complete the task—for example, knowledge that it will take more time to read, comprehend, and remember a technical article than it will a similar-length passage from a novel.*
 - *Strategy variables: The strategies a person has “at the ready” to apply in a flexible way to successfully accomplish a task; for example, knowing how to activate prior knowledge before reading a technical article, using a glossary to look up unfamiliar words, or recognizing that sometimes one has to reread a paragraph several times before it makes sense.*
3. **Personal Opinion**–*The author examines what was useful and enjoyable or unhelpful or unenjoyable about the experience.*

How to Write a Critical Reflection Paper

Critical personal writing is the culmination of the author’s critical thinking process. It presents the ability of a student to observe, ask questions, evaluate the experience, and apply academic content to improve the understanding of personal experience.

It consists of the following stages:

Stage 1: *Students describe the experience by providing details on the episode or object that prompts this review.*

Stage 2: *Students examine the experience through the integration of their own involvement with the academic and social content by evaluating the three variables listed about & thinking about the context (in this case being a member of the Introduction to Ethics & Conflict Resolution Skills class).*

Stage 3: *Students articulate learning. Students should respond to these questions:*

1. *What did I learn?*
2. *What will I do in my future activities like in school, in clubs, in a job, in my interactions with friends and family in light of the new learning I gained through these experiences?*
3. *How do I feel about my experience?*

5. Textbooks, Student-Issued Learning Materials: N/A

- Teacher resources:
- The Josephson Institute/Character Counts
- *Making Things Right* by Roxanne & Dr. Ron Claassen
- Discipline That Restores by Ron and Roxanne Claassen
- Character Education: Makkula Center for Applied Ethics
- *Ethical Dilemmas* in Criminal Justice by Jocelyn Pollock
- Circle Forward by Carolyn Boyes-Watson

6. Cost of Course Start-Up:

- A. PLC time to read resources and develop lessons plans.
- B. PLC time to align pathway objectives with other teachers.

7. Course fee: N/A

Appendix M: *Discipline That Restores* Trainer Certification Course

***Discipline That Restores* (DTR) Trainer Certification Course Syllabus (Revised 2-2019)**

Instructors: Ron and Roxanne Claassen

Successful completion of this course meets the requirements for becoming a Certified DTR Trainer.

This course is designed to help the participant develop a deep understanding of *Discipline That Restores* (DTR) theory, system, structure, skills, and strategies and to introduce the *Making Things Right* (MTR) curriculum. It is also designed to provide experience using DTR because we believe that a deep understanding requires both academic understanding as well as experience. We believe that deep understanding develops when the participant is actively seeking greater understanding and skill development in the context of personal experience and reflection which influences future experience. As long as the participant continues this pattern, which we hope will be lifelong, the participant's understanding will grow and the participant will be a lifelong learner, teacher, trainer and mentor.

The main text for this course is *Discipline That Restores* (DTR) and the secondary one is *Making Things Right* (MTR). The participant is expected to read and reflect on each chapter while comparing/contrasting it to previous related reading and experiences. The participant provides written reflections on each chapter while completing the specific assignments.

Reflections on the reading assignments are for the purpose of thinking about and connecting to your past reading, experience and insights. They are not for you to just restate or summarize what you have read. While you will need to restate some of the content to demonstrate what you are connecting to in the reading, the primary focus should be on your thoughts and/or feelings as you compare and contrast what you are reading with past reading, experiences and insights. Please also include how what you have read connects with your values, beliefs, and/or faith. We include faith so that you can feel free to include that if it is meaningful to you but not to place an expectation on you. Everyone has beliefs and values.

The course provides some additional required (and some optional) reading beyond the texts to deepen understanding. We hope that these readings will simply expand the participant's desire to read additional materials in the field. We think that this additional reading will be most instructive when reading in a compare and contrast mode with DTR and in doing so, will continue to add and deepen one's understanding of DTR.

The course requires "try out" experiences. These are not to be reflections on a past experience but new, consciously decided and planned, experiences to help the participant gain confidence using the models, skills and strategies. The written reflections are to help the participant develop/expand one's ability to reflect on new insights and experiences in the context of

conscious thought and evaluation. When “trying out” some required activity, it is ok and even encouraged, to say to the participant(s) that you are doing this as a required part of your course and then ask them if they will help you do your homework and also help you evaluate the experience. My students have reported that participants are even more willing to participate and enjoy helping out.

The course requires viewing videos by Ron and Roxanne Claassen in which they introduce the chapter and add their thoughts and experiences related to the theory, skills, strategies, etc. as well as share some personal experiences.

When the assignment asks the participant to provide a written reflection, it is never intended to simply restate the reading, etc. It does assume that some restating will be necessary to help provide context but the reflection is primarily intended to give the participant a chance to think about how the ideas, experiences, etc. connect with their thoughts, values, experiences, etc.

The course is divided into three sections, each consisting of several sessions. Section One is focused on the “soft” interventions. These are the easiest skills and strategies to learn and apply although doing them with maximum effectiveness requires a great deal of conscious thought and practice. These skills and strategies gain the cooperative resolution of 90% of the student/teacher conflicts. Section Two introduces skills and strategies that are most likely new to the teacher and that require significant experience to gain full competence and confidence although by following all of the steps, a novice can be very successful. These skills and strategies gain the cooperation of almost all of the remaining students in a student/teacher conflict. Section Three completes the flow chart and emphasizes the importance and value of the larger school support system needed to address the situations not resolved directly between the teacher and student. It describes how the classroom and school/district restorative justice discipline policy can work seamlessly together. Section 4 is focused on a curriculum designed to help the student better understand and participate in the DTR system as well as to train students to lead mediations, the first option for dealing with student/student conflict. Section 5 is designed to help the participant be ready to make DTR training proposals to schools and districts.

The participant will complete all of the assignments for a section (each of which includes several sessions) and submit the written assignments to Ron and Roxanne via e-mail. A skype/facetime appointment will then be set to have a conversation about the materials submitted, and any other related ideas that the participant wishes to discuss. This conversation should be completed before the participant starts or goes very far into the next section so that the conversation will influence the work on the next section. The participant will then complete the next section of the course and again schedule another skype/facetime meeting.

When this course is completed, Ron and Roxanne will provide a DTR Trainer Certificate to those persons who wish to be certified because they believe that by using the DTR material and system, they can help teachers and students be more successful in their academic and personal relationships.

Immediately upon completion of the final section, the participant will also join the list of DTR Certified Trainers on the Discipline That Restores and Restorative Justice Discipline websites. Upon successful completion of the course, participants will be given permission to use the material from DTR and MTR and the videos from the course, and PowerPoint presentations provided by R&R that can be modified for specific training, and permission to tell prospective schools/districts that they are Certified Trainers for DTR. If we get direct requests from people in your geographic area, we will refer them to you.

Written assignments should be completed as instructed in the course requirements. If this is not possible, make arrangements with the instructor. To complete the course and receive DTR Certification, all written assignments must be completed. The time to complete the course is one year but that can be extended if a written request is received from the course participant and mutually agreed to with the instructor.

Guidelines for Writing Reflections: Reflections are for the purpose of demonstrating your comprehension of the subject matter, not for regurgitating the content or just summarizing the content of a class or an experience. For books and articles, not more than $\frac{1}{4}$ of the space should be devoted to summarizing content. For classes, discussions, and experiences, use approx. $\frac{1}{2}$ of the space for describing the experience and $\frac{1}{2}$ for further reflection. The reflections are for assisting you in understanding and evaluating the ideas and experiences you encountered through the reading, videos, and “try out” experiences and to assist you in considering integrating (as you choose) the ideas and skills into your life experience, vision, and mission. This is a good place to consider comparing and contrasting your experiences and reading with past experiences or other reading. It is a good time to wrestle with your theory and values. We would encourage you to include reflections which relate your reading and experiences with your faith and/or values. Therefore there is no prescribed format other than the above guidelines. We hope it will be a significant growth experience for you and one that will assist you in developing and carrying out your life mission.

SECTION ONE: SESSION 1

Introduction

Read DTR pages 1-9.

Write $\frac{1}{2}$ - 1 page Reflection

View R&R Video, Introduction

Write ½ - 1 page Reflection

Read “Restorative Justice Fundamental Principles” by Ron Claassen found at <http://restorativejusticediscipline.com/library/rjprinc2.html>

Read Article “An Introduction to ‘Discipline That Restores’ (DTR)” found at <http://restorativejusticediscipline.com/library/IntroDTR.pdf>

Write 1 page Reflection with emphasis on comparing and contrasting the DTR principles (pages 7-8) with the DTR Principles in the article and the RJ Fundamental Principles. Include comparison and contrast with your values and/or faith.

SECTION ONE: SESSION 2

Chapter 1 Preparation

Read DTR pages 10-21.

Write ½ - 1 page reflection (see guidelines on reflections)

View R&R Video, Chapter 1

Write ½ - 1 page reflection

Read Article “A Vision for Peacemaking”

http://restorativejusticediscipline.com/library/A_Vision_for_Peacemaking-Biblical_Perspective.pdf

Write ½ - 1 page reflection. Include comparison and contrast with your values and/or faith.

Read/Review your current school/district discipline policy. Draw a flow chart of the system as it is applied in the classroom.

Write 1-2 page reflection comparing that policy and flow chart with DTR flow chart/principles/structure/system.

SECTION ONE: SESSION 3

Chapter 2 Student/Teacher Conflict

Read DTR pages 23-36.

Write ½ - 1 page Reflection. Pay special attention to the definition of conflict. Think of three conflicts in different settings that you have had and compare/contrast each with the DTR definition. Did you find “blocking” in your conflicts?

View R&R Video, Introduction

Write ½ - 1 page Reflection

Watch for “blocking” (any context) and what happens after the blocking over the next several days.

Write ½ - 1 page Comparing two experiences or observations with the definition of Conflict (page 26).

Write 1 – 2 pages comparing your observations of “blocking – conflict” with the “Unmanaged Conflict Cycle”

SECTION ONE: SESSION 4

Chapter 3 Usual Constructive Reminders

Read DTR Pages 36 – 39

Write ½ - 1 page reflection

View R&R Video for Chapter 3

Write ½ - 1 page reflection

Discuss “Usual Constructive Reminders” with at least two teachers. Ask them to describe some of their “Usual Constructive Reminders.”

Write 1-2 page reflection. Include any new insights. Include your thoughts on why this is one of the very essential stops on the flow chart.

SECTION ONE: SESSION 5

Chapter 4 Respect Agreement

Read DTR Pages 40 – 52 and the Respect Agreement Lesson Plan.

Write ½ - 1 page reflection. Include the differences between page 44 and the Lesson Plan and your thoughts on the differences. (We prefer that you cross out the second full paragraph on page 44 because we think it is essential for all students to see their ideas are included for maximum effectiveness of the respect agreement.)

View R&R Video for Chapter 4

Write ½ - 1 page reflection

Develop a respect agreement in two different settings (at least one classroom and one could be a home/family setting) following all of the steps in the Lesson Plan.

Write 1-2 page reflection on the experiences.

SECTION ONE: SESSION 6

Chapter 5 Active Listening and I-Messages

Read DTR Pages 54 – 70. Also read Active Listening article from VORP newsletter, Appendix
Write ½ - 1 page reflection.

View R&R Video for Chapter 5

Write ½ - 1 page reflection

Re-Read five steps necessary for Active Listening. Then consciously find three current situations where you can practice active listening so you can apply all five of the steps (might be with a student, friend, spouse).

Write a 1-2 page reflection on the experiences including demonstrating that you used all five steps, how did the other person respond, and how did you feel about the exchange.

Using the I-message prompts/form, develop two written I messages and then read each I message to a person (it should be someone that you relate to and that you would like to be doing something a little, or a lot, differently than what they have been doing).

Write a 1-2 page reflection on the experience including how you felt writing the statement, how you felt reading it, and how the other person responded. Include a copy of the written statement

(choose a situation that you are ok disclosing the general information but do not include the name of the person).

End of Section 1: Send Section One written assignments to Ron and Roxanne Claassen. Please use both email addresses rrclaassen@juno.com and ron.claassen@fresno.edu. Arrange with R&R a conversation/dialog (559) 908-3570 or 3571 regarding your experiences before starting Section 2 or before you get very far along in Section 2.

SECTION TWO: Session 7

Chapter 6 Four Options Model

Read DTR Pages 72-85. Also use the Examples – Four Options Model, Appendix , and answer each statement with #1, #2, #3, or #4. This is to help you clarify that you understand the model. The key is provided. It is fun to do this with a partner.

Write a ½ - 1 page reflection.

View the R&R Video for this chapter.

Write a ½ - 1 page reflection.

Read the article “The Four Options Model”

http://restorativejusticediscipline.com/library/Four_Options_Model-sfts_wm%20%20_SFTS.pdf

Optional reading “Matthew 18 and the Four Options Model”

http://restorativejusticediscipline.com/library/Matthew_18_and_the_Four_Options_Model.pdf

Write a 1-2 page reflection. Include how does the model relate to your values or faith?

Use the model in the following ways:

1. Choose some adult with whom you make decisions (child, co-worker, spouse) and start by showing this person the model and describing it so that the person understands the model. Then ask the person which option the two of you use to make your decisions most of the time. Is that your preferred option? If you get stuck, then which option do you use? How would it feel to consciously decide which option you will be using so that both of you know which you will be using and then which you would use if you got stuck on the first option?

Write a ½ - 1 page reflection on your experience.

2. Select three students who are having conflicts with you, their teacher or with other students or teachers. Show each one (separately) the model and tell them you are learning to use and understand the model and need their help. After describing the model, tell them which option you would prefer and why, and then ask them which option they would prefer and why. Also discuss backup options when helpful.

Write a 1 – 2 page reflection on these three experiences.

SECTION TWO: Session 8

Chapter 7 Student/Teacher Meeting

Read DTR Pages 86 – 100

Write ½ - 1 page reflection

Read article by Ron, “A Peacemaking Model” found at

<http://restorativejusticediscipline.com/library/APeacemakingModel.pdf>

Write a ½ - 1 page reflection

Optional reading: “A Peacemaking Model, A Biblical Perspective” found at

<http://restorativejusticediscipline.com/library/APeacemakingModelBP.pdf>

Writing a ½ - 1 page reflection optional

View R&R Video for Chapter 7

Write ½ - 1 page reflection

Read DTR Pages 101 – 119 and “Strategies for Peacemaking” pages 1 - 42 “A Peacemaking Process” http://restorativejusticediscipline.com/library/Strategies_for_Peacemaking.pdf

Write a 1-2 page reflection. Include comparing and contrasting the specific strategies mentioned in the DTR book and the “Strategies for Peacemaking” article. Include how these strategies compare/contrast with your values and/or faith.

Optional Reading “Strategies for Peacemaking,” same link as above pages 43 – 90. (This optional reading provides a second strategy for peacemaking, one that is usually used for problem solving rather than addressing a violation or injustice.)

Optional: Write a ½ - 1 page reflection

Find at least 3 situations of student/student or teacher/student conflict. In each situation, follow all (do not use the shortened version on page 102) of the steps (including a written agreement) in the Peacemaking Process (pgs 103 – 112 or summary A Peacemaking Process page – Appendix), lead a #4 (you as participant and leader) or #3 meeting (you as the mediator). Give copies of the process to all participants and invite them to follow along as the process proceeds.

Write a 1 page reflection on each situation and include copies of the written agreement (blank out names as needed to protect confidentiality).

SECTION TWO: Session 9

Chapter 8 Follow-up Meeting

Read DTR Pages 121 – 131

Write ½ - 1 page reflection

View R&R Video for Chapter 8

Write ½ - 1 page reflection

Conduct the follow-up meetings for the mediations that you did. Follow all of the steps outlined on pages 122-23.

Write 1 – 2 page reflection

Write a reflection. Include your experience, and ask each of the participants to also reflect on their experiences and include those as well.

End of Section 2: Send Section Two written assignments to Ron and Roxanne Claassen, Please use both email addresses rrclaassen@juno.com and ron.claassen@fresno.edu Arrange with R&R a conversation/dialog (559) 908-3570 or 3571 regarding your experiences before starting Section 3 or before you get very far along in Section 3.

SECTION THREE: Session 10

Chapter 9 Thinkery

Read DTR Pages 132 – 141

Write ½ - 1 page reflection

View R&R Video for Chapter 9

Write a ½ - 1 page reflection. Include what/if the video added new insights to your understanding of the Thinkery.

Use the Thinkery Form with at least three students. One way is to make arrangements for a teacher to make a referral to you. It would be ideal if it would be a teacher who is using the DTR Flowchart. Any teacher could make a referral to you when a student is refusing to respond to their usual discipline, provided that teacher is open to the possibility of a mediation that you would lead if the student chooses a #3 (since the teacher is not prepared to lead a DTR Option #4). Help the student focus on the questions of the form and to write their thoughts.

Write a 1 – 2 page reflection. Include your experience, and after asking the student and teacher, include some of their thoughts and feelings related to the experience.

SECTION THREE: Session 11

Chapter 10 Family Conference

Read DTR Pages 142 – 151

Write ½ - 1 page reflection

View R&R Video for Chapter 10

Write ½ - 1 page reflection

Read “Introduction and History of CJC (Community Justice Conferences)”

http://restorativejusticediscipline.com/library/CJC_Introduction-History-Evaluation.pdf

While this focuses on the Juvenile Justice System, the Community Justice Conference (CJC) is similar to the DTR Family Conference.

Write 1 – 2 page reflection. Compare/Contrast CJC with the Family Conference. Include some reflections on both the quantitative data (statistics) and qualitative data (interviews) sections. Lead one Level 1 or Level 2 Family Conference. Follow all of the steps on pages 144-45 and be sure that in the mediation step that you follow all of the Peacemaking Process steps. Give copies of the process to all participants and invite them to follow along as the mediation proceeds.

Write 1 – 3 page reflection

Include the written agreement (with names blanked out for confidentiality) along with your experience and some reflections of all participants.

SECTION THREE: Session 12

Chapter 11 School Authority Structure

and

Chapter 12 Conclusion: Obstacles and Opportunities

Read DTR Pages 152 – 159

Write ½ - 1 page reflection

View R&R Video for Chapter 11

Write ½ - 1 page reflection

Read DTR Pages 160 – 167

Write ½ - 1 page reflection

View R&R Video for Chapter 12

Write ½ - 1 page reflection

Have a dialog/discussion with 2 Principals (or 1 Prin and 1 VP). Arrange a meeting with two administrators who are currently and actively responsible for school discipline. The dialog/discussion should include:

- A. Ask for an example of a good discipline experience?
- B. Discussion/Presentation of DTR Principles, DTR Flow Chart and Four Options Model.
- C. Discussion/Presentation of “trust grows when agreements are made and kept, trust goes down if we are unwilling to make agreements or don’t keep them.”
- D. Discuss how they would feel and/or what they would think if their teachers were well trained and following the DTR Flow Chart.
- E. Discuss Obstacles and Opportunities

Write a 2 – 3 page reflection on the experience.

End of Section 3: Send Section Three written assignments to Ron and Roxanne Claassen, Please use both email addresses rrclaassen@juno.com and ron.claassen@fresno.edu Arrange with R&R a conversation/dialog (559) 908-3570 or 3571 regarding your experiences before starting Section 4 or before you get very far along in Section 4.

SECTION FOUR: Session 13

MAKING THINGS RIGHT

Read MTR Introduction (pages 2 -8) and the Activities (pages 9 – 47). MTR is focused on a curriculum designed to help the student better understand and participate in the DTR system as well as to train students to lead mediations, the first option for dealing with student/student conflict. While reading peruse the Projections/Handouts pages and the Student Folder pages referred to in the activities.

Write a 2-3 page reflection.

Lead a full training for a classroom or selected student mediators or at least choose three or more activities (activities of substance carefully chosen) to lead in a classroom. Also describe a peer mediation program to the students (if one does not already exist in the school) and ask some of the students to reflect on the idea. If one already is operating at the school ask a few of the students to reflect on the program.

Write a 1 – 2 page reflection on your experience leading the activities and include the reflections of some of the students.

Write a 1 – 2 page reflecting on the value of using MTR both for the purpose of training peer mediation program and to train students to have a better understanding of how the DTR system works in classrooms.

End of Section 4: Send Section Four written assignments to Ron and Roxanne Claassen, Please use both email addresses rrclaassen@juno.com and ron.claassen@fresno.edu Arrange with R&R a conversation/dialog (559)908-3570 or 3571 regarding your experiences before starting Section 5 or before you get very far along in Section 5.

SECTION FIVE: Session 14

DTR PROPOSAL: Write a proposal describing the design (may include projected outcomes) of a project to implement a restorative justice discipline system in a school/district using the DTR flow chart as the primary structure for all classrooms. It must be oriented toward system change (moving from a punitive to a restorative discipline system) and may include training, curriculum development, research, development of support materials, etc. Each proposal should include the DTR vision statement, DTR principles, and full implementation of the DTR Flow Chart. If it seems appropriate in the situation you are thinking of, include a peer mediation program in the proposal and/or include teachers using MTR to teach the DTR structure to their students. (Roxanne, who lead a School Peer Mediation Program for 20 years, trained all of the eighth grade students at her school so that they both understood the DTR discipline system and were ready to be mediators for the school.) (Write 5 - 10 pages)

End of Section 5: Send Section Five written assignments to Ron and Roxanne Claassen, Please use both email addresses rrclaassen@juno.com and ron.claassen@fresno.edu Arrange with R&R a conversation/dialog (559) 908-3570 or 3571 regarding your experiences and overview/completion of the course.

Appendix N: Charlotte Danielson's Framework for Teaching

Charlotte Danielson's Framework for Teaching

<p>DOMAIN 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy • Content and the structure of the discipline • Prerequisite relationships • Content-related pedagogy</p> <p>1b Demonstrating Knowledge of Students • Child and adolescent development • Learning process • Special needs • Students' skills, knowledge, and language proficiency • Students' interests and cultural heritage</p> <p>1c Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners</p> <p>1d Demonstrating Knowledge of Resources • For classroom use • To extend content knowledge and pedagogy • Resources for students</p> <p>1e Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure</p> <p>1f Designing Student Assessments • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning</p>	<p>DOMAIN 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport • Teacher interaction with students, including both words and actions • Student interaction with students, including both words and actions</p> <p>2b Establishing a Culture for Learning • Importance of content and of learning • Expectations for learning and achievement • Student pride in work</p> <p>2c Managing Classroom Procedures • Instructional groups • Transitions • Materials and supplies • Performance of classroom routines • Supervision of volunteers and paraprofessionals</p> <p>2d Managing Student Behavior • Expectations • Monitoring student behavior • Response to student misbehavior</p> <p>2e Organizing Physical Space • Safety and accessibility • Arrangement of furniture and use of physical resources</p>
<p>DOMAIN 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching • Accuracy • Use in future teaching</p> <p>4b Maintaining Accurate Records • Student completion of assignments • Student progress in learning • Noninstructional records</p> <p>4c Communicating with Families • Information about the instructional program • Information about individual students • Engagement of families in the instructional program</p> <p>4d Participating in a Professional Community • Relationships with colleagues • Participation in school and district projects • Involvement in culture of professional inquiry • Service to the school</p> <p>4e Growing and Developing Professionally • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession</p> <p>4f Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school and district regulation</p>	<p>DOMAIN 3: Instruction</p> <p>3a Communicating With Students • Expectations for learning • Directions for activities • Explanations of content • Use of oral and written language</p> <p>3b Using Questioning and Discussion Techniques • Quality of questions/prompts • Discussion techniques • Student participation</p> <p>3c Engaging Students in Learning • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing</p> <p>3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress</p> <p>3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence</p>

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(Fairbanks Northstar Borough School District, 2016, p. 25).

Appendix O: "Rights & Responsibilities" Model

rights of others. Rights and responsibilities provide a teachable, understandable system for framing behavioral expectations. Rights and responsibilities are the constitution under which the rules and conventions of behavior management and interactions are generated. The following is an example of how one school framed its expectations as rights and responsibilities:

My Rights

I have the right to be happy and to be treated with compassion in this school: This means that no one will laugh at me or hurt my feelings.

I have the right to be myself in this school: This means that no one will treat me unfairly because I am . . .
black or white
fat or thin
tall or short
boy or girl
adult or child.

I have the right to be safe in this school: This means that no one will . . .
hit me
kick me
push me
pinch me
threaten me
hurt me.

I have the right to expect my property to be safe in this school.

I have the right to hear and be heard in this school: This means that no one will . . .

yell
scream
shout
make loud noises
or otherwise disturb me.

My Responsibilities

I have the responsibility to treat others with compassion: This means that I will not laugh at others, tease others, or try to hurt the feelings of others.

I have the responsibility to respect others as individuals and not to treat others unfairly because they are . . .

black or white
fat or thin
tall or short
boy or girl
adult or child.

I have the responsibility to make the school safe by not . . .

hitting anyone
kicking anyone
pushing anyone
pinching anyone
threatening anyone
hurting anyone.

I have the responsibility not to take or destroy the property of others.

I have the responsibility to help maintain a calm and quiet school: This means that I will not . . .

yell
scream
shout
make loud noises
or otherwise disturb

books

I have the right to learn about myself and others in this school: This means that I will be free to express my feelings and opinions without being interrupted or punished.

I have the right to be helped to learn self-control in this school: This means that no one will silently stand by while I abuse my rights.

I have the right to expect that all these rights will be mine in all circumstances so long as I am exercising my full responsibilities.

others.

I have the responsibility to learn about myself and others in this school: This means that I will be free to express my feelings and opinions without being interrupted or punished, and I will not interrupt or punish others who express their feelings and opinions.

I have the responsibility to learn self-control in this school: This means that I will strive to exercise my rights without denying the same rights to others, and I will expect to be corrected when I do abuse the rights of others as they shall be corrected if my rights are abused.

I have the responsibility to protect my rights and the rights of others by exercising my full responsibilities in all circumstances.¹²

→ The concept of organizing expectations as rights and responsibilities is teachable and is understandable to students because it is based on a logical system of thought—a system fundamental to our democratic traditions. Rules allow everyone to know his or her responsibilities and safeguard the rights of all by making explicit the relationship between rights and responsibilities. Such a logical and fundamentally simple notion provides students with a framework they can use to determine what is and what is not acceptable behavior—a critical requirement in evaluating behavioral options in any conflict resolution process. In the context of our democratic culture, the notion of rights and responsibilities makes sense. Such expectations apply to all members of the school environment—adults or students.

Students cannot resolve behavioral conflicts within a system absent of behavioral norms. Nor is the absence of norms alleviated by the presence of confusing and ambiguous norms. If the authority and justification for rules are the sole domain of the adults in the

